

8F: The Space Race Collection

Teacher's Guide

"Life on Mars to become a reality in 2023, Dutch firm claims" by Karen McVeigh. Copyright Guardian News & Media Ltd 2013.

Preface

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"A Seagull in Flight" and "First to Fly"

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"Sputnik"

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8F: The Space Race Collection

Dear Educator,

Welcome to your Teacher Guide for 8F: The Space Race Collection!

This printed Teacher Guide duplicates the instructions found within the Amplify ELA program and is designed for times when you need or prefer to access lesson instructions offline. The information from the Unit Overview will help you understand and prepare for the unit, while the Lesson Guides support planning, pacing, and classroom instruction. Before you dive in, however, it is important to note that the Amplify ELA program is designed for real-time interactions with content, using interactive apps, digital and print supports, auto-scored measurement items, videos, audio, and digital text and tools (to name just a few) to support deep student learning and enhance your strong instruction. For this reason, this guide does not mirror a traditional Teacher's Edition of a textbook. To see the full range of interactive components as you plan, you should log in to the curriculum at **learning.amplify.com**.

If you have generated this guide from the ELA lesson platform, you may find it useful to save or even print out this document, in order to browse it when you are not logged in to the curriculum, or when you are offline.

If you have any questions or feedback, please contact us at **elahelp@amplify.com**.

Thank you,

Amplify ELA

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Planning for the Unit





Unit Overview

On October 4, 1957, the Soviet Union launched *Sputnik* into orbit. This small satellite circled the earth every 92 minutes at a speed of 18,000 miles per hour. The Soviets were ecstatic. The Americans, shocked and humiliated that the Soviets had beaten them into space, were not. *Sputnik* ignited the Space Race, a fierce competition between the world's two superpowers that would continue for nearly 18 years. It's a story of heroic accomplishments on a grand scale. The dramatic story of the Space Race offers students a rich research topic to explore. They will examine primary source documents and conduct independent research to develop a deep understanding of this unique international competition.

"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard..." —President John F. Kennedy, Rice University speech, September 12, 1962

In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons in which they construct their own research questions and explore the internet for answers.

In subsequent lessons, each student is assigned a cosmonaut or astronaut from the Space Race era. They research their cosmonaut or astronaut and write entries into their space blog from their person's point of view. This lesson informs the next sub-unit, a Socratic seminar in which students rely on their research to examine the complicated issues inherent in the history of the Space Race.

As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part media project.

Texts

- The Space Race Collection
- EXTRA: "Stars" by Robert Frost
- EXTRA: Excerpt from The War of the Worlds by H. G. Wells
- EXTRA: Excerpt from A History of US 10: All the People Since 1945 by Joy Hakim



Skills and Content

Topic & Theme: The successes and sacrifices associated with space exploration
Reading: Compare and contrast perspectives on a topic
Writing: Develop a question, conduct research, and create a multimedia project
Activity Highlights: Research a cosmonaut or astronaut and write blog entries from their point of view
Text Features: Primary and secondary source documents, poems, and images

Sensitive Content

In this unit, some texts focus on the controversial subject of how animals were sent into space for research purposes during the Space Race between the US and the USSR. Some students may be sensitive to this content.

Grammar Instruction

The Amplify Grammar Pacing Guide provides a sequence of recommended grammar topics for each grade level and identifies both whole class and self-guided lessons to cover each topic. Use this guide to plan grammar instruction for each Amplify Flex Day.

After you have provided some grammar instruction, assess whether students are applying what they've learned to their own writing during Amplify's 12-minute writing activities. If they need support to integrate and apply a new skill, consider assigning one of the grammar revision assignments (found in the Materials section of each Flex Day) to complete at the end of the next 4 writing prompts.

Resources for grammar instruction:

- Flex Days: The Flex Days provide an opportunity for students to receive regular instruction on needed grammar skills.
- Amplify Grammar Unit: The Grammar unit covers key grammar topics for the middle grades, both grade-level topics and areas where students often need review. Topic Pairings:
 - Sub-units 1 and 2: Sentences
 - Sub-units 3 and 4: Pronouns
 - Sub-units 5 and 6: Verb Tenses
- Mastering Conventions PDFs:
 - *Mastering Conventions 1, 2,* and *3* contain student exercises and teacher instruction to cover grades 3–8 grammar skills.
 - *Mastering Conventions 4* focuses on spelling, including assessment recommendations, student worksheets, teacher instruction, and word lists.
- The Quill[™] program. Amplify has partnered with Quill to provide teachers and students use of Quill's extensive writing and grammar lessons and activities. Use the global navigation to access Quill.

Reading and Writing Assignments

Sub-Unit 1, Information Literacy

Sub-unit overview: Explore how to find the best sources for targeted research. *4 Lessons*

| Lesson | Reading | Writing |
|----------------------------------|---|--|
| 1: Evaluating Sources: Part 1 | NOAA website; Earth and Planetary Science, University of California, Berkeley website; Marine Life Protection Act, Wikipedia; The Ocean Foundation website; Missouri Botanical Garden website; The Guardian | |
| 2: Evaluating Sources: Part 2 | <u>NASA website;</u> <u>MIT News website;</u> <u>CNN;</u> <u>Terravivos website</u> | Which of the four sources (discussed in class) do you think is the most dependable? Which source do you think is the least dependable? Support your thinking using evidence from one or more of the websites. |
| 3: Avoiding Plagiarism | | |
| 4: Flex Day 1 | Teacher choice: Activities to support a range of skills, determined by student need | Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need |

Sub-Unit 2: Scavenger Hunt and Internet Research

Sub-unit overview: Race to find the answer in primary and secondary source texts. *4 Lessons*

Reading and Writing Assignments

8F: The Space Race Collection

Planning for the Unit

| Lesson Reading | | Writing | |
|---|---|---|--|
| 1: Scavenger Hunt: Introducing the Collection | The Space Race Collection: "The Space Race: An Introduction;" "Sputnik" from <i>Rocket Boys;</i> "And a Dog Shall Lead Them" from <i>A Ball, A Dog, and a</i> <i>Monkey;</i> Memorandum for the Vice President; President Kennedy's Address at Rice University, September 12, 1962; "A Seagull in Flight" from <i>Into That Silent Sea;</i> "First to Fly" from <i>Into That Silent Sea;</i> "In Event of Moon Disaster;" Preface from <i>Flight: My Life in Mission Control;</i> "Buzz Aldrin on His Lunar Home, the Eagle" from <i>The Wall Street Journal</i> Solo: "Sputnik" from <i>Rocket Boys;</i> | | |
| 2: Scavenger Hunt: Exploring the Collection | The Space Race Collection: "Smooth as a Peeled Egg" from <i>Two Sides</i> <i>of the Moon: Our Story of the Cold War</i> <i>Space Race;</i> "Katherine Johnson: Trailblazer and Brilliant Mathematician:" "Life on Mars to Become a Reality in 2023, Dutch Firm Claims;" "What the Moon Rocks Tell Us;" "You Are Here;" "Dreaming of a Moonage" from <i>Moondust;</i> Solo: "Smooth as a Peeled Egg" from <i>Two</i> <i>Sides of the Moon: Our Story of the Cold</i> <i>War Space Race;</i> Preface from <i>Flight: My</i> <i>Life in Mission Control;</i> "And a Dog Shall Lead Them" from <i>A Ball, A Dog, and a</i> <i>Monkey;</i> EXTRA: "Stars" by Robert Frost | Optional: Using details from the image, describe why you think the piece is titled <i>Sky Garden (Stoned Moon).</i> EXTRA: Writing Prompt 1 (Informative): What tone (attitude) does the speaker in "Stars" communicate toward the stars? Support your answer by analyzing at least two phrases or images in the poem. Writing Prompt 2 (Informative): Compare and contrast the way Gagarin and Frost describe the stars in "First to Fly" and "Stars." What feelings does each writer convey through his descriptions? Use evidence from both texts to support your thinking. | |





Sub-Unit 3: Space Blogs and Collection Research

Sub-unit overview: Research and write about the experiences of cosmonauts and astronauts during the Space Race. *4 Lessons*

| Lesson | Reading | Writing |
|-----------------------------|---|---|
| 1: Space Blogs: Lesson 1 | The Space Race Collection; "Buzz Aldrin on His Lunar Home, the Eagle" from <i>The Wall</i> <i>Street Journal</i> Solo: Students review self- selected images and texts from The Space Race Collection | |
| 2: Space Blogs: Lesson | The Space Race Collection; "You Are Here" from <i>Pale Blue Dot;</i> "First to Fly" from <i>Into That Silent Sea</i> | In character, write at least three blog entries describing your experiences and feelings during your mission. Use the information on your Space Card and your Research Chart to help craft your writing. |

Planning for the Unit



| 3: Collection Research | The Space Race Collection Solo: Students review self- selected images and texts from The Space Race Collection EXTRA: Chapter 36 "Nixon: Vietnam, China, and Watergate" from A History of US 10: All the People Since 1945 by Joy Hakim | EXTRA: Writing Prompt 1 (Informative): Use information from "Nixon: Vietnam, China, and Watergate" to create an outline of America's race to space. Writing Prompt 2 (Informative): Choose two details from "Nixon: Vietnam, China, and Watergate" that relate to the photograph "1971: James Irwin, American flag, lunar module, and lunar rover." Explain the connection by describing details from the text and the photograph. |
|---------------------------|---|---|
| 4: Flex Day 3 | Teacher choice: Activities to support a range of skills, determined by student need | Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need |

Sub-Unit 4: Socratic Seminar and Internet Research

Sub-unit overview: What else do you want to know about astronauts, cosmonauts, or the Space Race? Investigate your questions in an open class discussion.

4 Lessons

| Lesson | Reading | Writing |
|--|--|--|
| 1: Preparing for the Socratic Seminar | The Space Race Collection | |
| 2: Conducting the Socratic Seminar | The Space Race Collection Solo: "In Event of Moon Disaster" | |
| 3: Discuss: Internet Research | The Space Race Collection Solo: "Preface from <i>Flight: My Life in Mission Control</i> ," "First to Fly" from <i>Into That Silent Sea</i> | Write one or two paragraphs. State your research question as a claim at the beginning of the first paragraph. Include relevant evidence that you selected and analyzed from your sources that conveys an answer to your research question. |
| 4: Flex Day 4 | Teacher choice: Activities to support a range of skills, determined by student need <i>The Space Race Collection</i> | Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need |



Sub-Unit 5: Write an Essay

Students spend six lessons researching and writing a five-paragraph essay. This lesson sequence reinforces skills learned in earlier units including writing a compelling introduction and a strong conclusion. Students also learn how to create in-text citations, frames for quotes, and a Works Cited Page.

The unit concludes with a media project and presentation. Students will create an interactive timeline. This project requires students to revisit their research to find relevant information for the timeline. *8 Lessons*

| Lesson | Reading | Writing |
|---|---------------------------|---|
| 1: Gathering Evidence | The Space Race Collection | Essay Prompt: Research Option 1: Was animal testing necessary during the Space Race? Research and discover what the Soviets and the Americans were trying to understand when they sent animals into space. Was animal testing necessary? Was it fair or moral to send animals into space for research purposes? Could the scientists have found the answers they were looking for without sacrificing animals? If so, how? |
| | | Research sources in the Collection and on the Internet as you collect evidence and prove your case. Write an argumentative essay persuading your reader of your way of thinking. Be sure to include a list of the resources you used in your research. |
| | | Research Option 2: How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race? Write an informative essay about Katherine Johnson and the other key women who worked at NASA during the Space Race era. Who were the other key women who worked with Katherine Johnson and what roles did they play? What barriers did they face? How was the Space Race impacted by their work? |
| 2: Making a Claim and Writing a Body Paragraph | The Space Race Collection | The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay. |
| 3: Writing a Body Paragraph and an Introduction | The Space Race Collection | The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay. |

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Planning for the Unit

Reading and Writing Assignments



| 4: Revising and Writing a Conclusion | The Space Race Collection | The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay. |
|--|---------------------------|---|
| 5: Finishing and Editing the Essay | The Space Race Collection | The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay. |
| 6: Creating Citations and a Works Cited List | The Space Race Collection | The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay. |
| 7: Media Project | | |
| 8: Timeline Presentations | | |



Unit Formative and Summative Assessments

Formative Assessments

*Indicates items that are auto-assessed.

Formative Reading: Daily lessons offer two important types of reading practice, both of which provide formative assessment measurements.

- Lesson Exit Tickets*: The exit ticket broadly assesses students' understanding of the lesson's focus reading standard and text.?
- Solo Reading Comprehension*: Daily Solo questions assess students' ability to independently and accurately read and comprehend the unit texts. ?

Formative Writing: The Amplify 12-minute writing prompts provide regular practice for students to refine their thinking about the texts, deepen their work with the standards, and practice key writing skills grounded in claims and text-based evidence. These prompts provide formative assessment measurements of the following key writing skills:

- Productivity*: The number of words written?
- Focus*: A developed and maintained focus on one claim, idea, or moment?
- Use of Evidence: Relevant and developed evidence to support the claim or idea?
- · Conventions*: Readable command over complete sentence structure?

Embedded Assessment Measure*: Amplify's Embedded Assessment Measure aggregates and assesses students' daily work over the sequence of lessons between flex days—including auto-scored lesson reading activities, exit tickets, Solo reading comprehension questions, language activities, and Writing Prompts—and provides a regular measurement of student performance in key standard areas.

Using Formative Assessment to Support Student Learning

Solo Reading Comprehension*: Check reading comprehension score reports before each lesson, noting students who struggled. Consider pulling this group aside to review the reading during daily vocabulary time, pairing them with a strong reader during the close reading activities, or providing them with differentiated supports for subsequent Solos.

Exit Tickets*: Check exit ticket results at the end of each lesson to identify the % of the class that showed broad understanding of the key lesson text and reading standards. Note students who show a pattern of incorrect exit tickets over 5 or more lessons; review their in-class reading comprehension submissions to determine whether they may need additional differentiated supports or OTSCs during close reading to support their learning. We have included projectable Exit Tickets in the Materials section of your Teacher Lesson Briefs as a resource for when your students are not on devices.

Formative Writing: Check the writing skills reports once students submit a writing activity to note those who struggled and may benefit from immediate feedback, and to identify patterns of progress and lack of progress. Plan a short burst of additional supports, such as regular OTSCs, regular writing revision assignments, or a more substantial level of differentiation. Use the writing reports to trace the impact of this burst of support.

Embedded Assessment Measure*: Students should have submitted enough work to generate an Embedded Assessment Measure before each Flex Day. Use the Embedded Assessment Measure report to note key areas (reading, writing, language) where students might benefit from additional practice, so you can plan your Flex Day groupings and assignments.

Summative Assessments

*Indicates items that are auto-assessed.

Summative Reading: Each unit reading assessment consists of two reading passages, 20 selected response items*, and a choice of two constructed response items. Students will work with the following unit texts:

- Excerpt from "First to Fly" in Into That Silent Sea by Francis French and Colin Burgess
- "Buzz Aldrin on His Lunar Home, the Eagle" from The Wall Street Journal

Summative Essay: This unit's summative essay is a multi-paragraph essay, with evidence drawn from the unit texts and Internet research, providing opportunities for students to plan, develop a draft, revise, and polish for an audience. Students choose between writing an informative essay or an argumentative essay.

Informative Essay Prompt:

How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?

Write an informative essay about Katherine Johnson and the other key women who worked at NASA during the Space Race era. Who were the other key women who worked with Katherine Johnson and what roles did they play? What barriers did they face? How was the Space Race impacted by their work?

As you conduct your research, be sure to look for relevant facts and concrete details to support your thinking. Be sure to include a list of resources you used while researching this project.

Argumentative Essay Prompt:

Was animal testing necessary during the Space Race?

Research and discover what the Soviets and the Americans were trying to understand when they sent animals into space. Was animal testing necessary? Was it fair or moral to send animals into space for research purposes? Could the scientists have found the answers they were looking for without sacrificing animals? If so, how?

Research sources in the Collection and on the Internet as you collect evidence and prove your case. Write an argumentative essay persuading your reader of your way of thinking. Be sure to include a list of the resources you used in your research.



Essay Solo Note: Many Solos in the Essay Lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone). There are no assigned Solos for students writing essays in Writing Journals; any Solo work is at your discretion.



Apps in This Unit

Spotlight: Highlight and project strong examples of student work.





Differentiation

Review student work from the previous unit and adjust differentiation levels as needed.

This unit includes a scavenger hunt activity where students have to look for an answer to a question by going through different texts. Students will need to skim through texts to look for their answer. You may have to remind ELL students to look for key terms and ideas in texts rather than reading line by line.

Students will also participate in a Socratic seminar. Extremely shy students or ELL students may not be comfortable with group discussions and having to speak up in class. These students may need extra support on how to ask and respond to questions. You may choose to practice the seminar in groups rather than the whole class in order to ease them into this style of discussion.

This unit includes source credibility activities. The questioning of sources is a culturally bound concept. In some cultures, for example, it is not appropriate to criticize the validity of a source, especially if the criticism comes from a child. Students from other cultures may therefore have different understandings and expectations for appropriate debate participation and source critiquing.

A graphic organizer and sentence starters are provided for the essay sub-unit. These will assist students with planning for their essay, language conventions, and getting started writing. These will be especially helpful for ELL students or students who are writing below grade level.

Lesson Guides







Sub-unit 1 Information Literacy



Lesson 1 Evaluating Sources: Part 1



Overview

Is this source credible?

By working independently and collaboratively, students use a set of criteria to assess the credibility of a variety of sources. As they practice distinguishing what's credible from what's not, students learn to recognize when to rely on a source, when to discard it, and when to proceed with caution and seek corroboration (validation).

This lesson is grounded in a sense of exploration as it provides the foundational skills required for successful source validation.

Connections to Other Lessons

This lesson pairs with the second information literacy lesson, which leads students to develop their skills as they analyze and compare URLs. These skills will be needed to conduct the research required for the essay sequence at the end of the unit.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Present: Download the Unit Texts (3 min) 7 2 Students download the core texts for the unit so they will have access to the CLASS texts if they lose connectivity during class or do not have connectivity when they take their devices home. Read: Exploring a Website (5 min) 3 Students explore a website as a first step in determining its credibility. INDIVIDUAL ₽₽ Discuss: A Website's Credibility (5 min) Students discuss the website to focus on factors that help them determine a CLASS site's credibility. Discuss: What Makes a Website Credible? (10 min) ** 5 Along with partners, students use a checklist of points to discuss the PARTNER credibility of the hoax website. Then, they review other sites to check the credibility of the hoax website further. **Discuss: Evaluating Sources** (10 min) 77 6 Students discuss 4 different sources to determine their credibility. CLASS

| Lesson 1 | 8F: The Space | ce Race Collection Lesson Guides |
|----------|---|--|
| 7 | Present: Domain Extensions (10 min) Students identify different domain extensions to determine what they are short for and their respective credibilities. | INDIVIDUAL |
| 8 | Exit Ticket (5 min) Students distinguish between sources that are credible and sources that are not credible. | CLASS |
| 9 | Solo (25 min) Students have time for independent reading. Let them know that this activity | |

is not optional.

Preparation

1. Research online to find a hoax website for your students to explore as they learn about sources that are credible and not credible. There are many of these sites; find one that you think will work best for your students. Ideally, this website will be convincing but suspicious. Write the URL of the website your students will explore on the board. As you search for a hoax website to use in this lesson, keep an eye out for these things:

- · "Factual information" that seems suspicious
- · Embedded links that connect to credible websites
- An "About" page providing information about the author

Hoax websites have fooled many kids and more than a few adults, which is why we think they are the perfect place to begin lessons on validating and corroborating sources.

For this lesson to work best and be as much fun as possible, students need to be taken by surprise, which makes it important to keep them in the dark. For that reason, we have carefully worded student-facing information to keep them from uncovering the surprise should they click ahead. To further



heighten the experience, tell students that examining this website is the first step in an upcoming research paper.

2. Plan to arrange students in pairs for part of this lesson.

- 3. Prepare to visit several websites.
 - www.noaa.gov
 - eps.berkeley.edu
 - Wikipedia.org/wiki/Marine_Life_Protection_Act
 - www.oceanfdn.org
 - www.mbgnet.net
 - www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-whomake-a-mockery-of-marine-conservation
- 4. Make sure you know how to add a bookmark on the devices your students are using.

WORDS TO USE

- Affiliation
- Abrasive
- Allege
- Antagonize

| Discussion Points |
|--------------------------------------|
| Exit Ticket Projection |
| Meet the Illustrator: Edel Ferri |
| Meet the Illustrator: Edel Ferri PDF |



Exit Ticket

In Activity 8, students distinguish between sources that are credible and sources that are not credible.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Read: Exploring a Website

Students who need more support with reading may benefit from exploring this website with a partner.

+Activity 4, Discuss: A Website's Credibility

If you have several ELL students in your class, you may want to take some time to discuss and explain the meaning of "credible" to ensure understanding before assessing the credibility of the website.

Assign students to the level of support that matches their needs.

Lesson 1 Brief

♦ Core

Students discuss the website to focus on factors that help them determine a site's credibility.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students discuss the website to focus on factors that help them determine a site's credibility.

Activity 5, Discuss: What Makes a Website Credible?

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Activity 7, Present: Domain Extensions

Students who need more support with reading may benefit from exploring these websites in pairs.



| VOCABULARY Vocabulary Activities | V | | | | | |
|-------------------------------------|---|--|--|--|--|--|
|-------------------------------------|---|--|--|--|--|--|

Vocabulary Activities

Lesson 1 Activity 2

CLASS Present: Download the Unit Texts

₩ ₩

Present: Download the Unit Texts

Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.

Card 1 Instructional Guide

Skip this activity if your students are using the Amplify Library iPad app. Skip this activity if each student does not use the same device each day.

1. Review Downloading Unit Texts - WHOLE CLASS

If needed, follow these steps to remind students how to download a text.

- From the Global Navigation Menu, click on the Amplify Library.
- Set up a PIN if it has not been set up.
- Search for *Space Race Collection*.
- Download the text.
- Make sure all students have bookmarked the Amplify Library.

Note: Students are able to reset their own PINs when online. When reading a book in the Amplify Library, click the Settings icon in the top right corner, then click "Reset PIN." Students do not need to remember their initial PIN to reset it.

2. Activity on Card - INDIVIDUAL

TIP: You may want to keep a record of each student's PIN or have them write it down in a designated place. Students will need their PIN to access downloaded texts if they lose connectivity during class.

Circulate to guide students through the process.



TIP: Students will be able to use almost all reading features offline except for notes. They will not be able to add or view notes while reading offline.

WRITING PROMPT:

- 1. Go to the Amplify Library.
- 2. If you have not set up your PIN, enter four letters or numbers when prompted.
- 3. Search for Space Race Collection.
- 4. Download the text.
- 5. If you have not bookmarked the library, open the Amplify Library and bookmark the page that opens.

6. If you use a different device at home or for your Solo work, make sure to download the same text onto that device.

Lesson 1 Activity 3

INDIVIDUAL Read: Exploring a Website



Read: Exploring a Website

Students explore a website as a first step in determining its credibility.



Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Write the URL of the website your students will explore on the board.

Tell students that they will be working on a research project over the course of the next few days or weeks, and this lesson is the first step in that process.

A website can be a good starting place for a research project. As you explore the website, write down at least three things you learned at this site. Be sure to follow the links and read about the author.

2. Activity on Card - INDIVIDUAL

3. Share Answers: Select and Discuss - WHOLE CLASS

Begin the conversation by asking students to talk about what they learned from the website.

At this point, a few students will likely tell you that the site is fake. If no one has figured that out, ask directly if anyone was suspicious of the site.

Then, take an informal poll by asking students to raise their hands if they thought the website was real or fake.

4. Post Poll Results - WHOLE CLASS

Record the poll results on the board.

You will discuss the website's credibility in the next activity.



5 MIN



Discuss: A Website's Credibility

Students discuss the website to focus on factors that help them determine a site's credibility.

Card 1 Instructional Guide

1. Activity on Card - Individual

2. Discuss Website: Confirm Accurate Understanding - Whole Class

As students discuss each point, tell them to take notes in the activity.

DISCUSSION POINTS

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- What evidence did you find convincing about the author's argument? What evidence did you find questionable?
- Did the links work? Did they take you to credible websites?
- What else could you do to check on the credibility of this website? (Check for other websites on the same subject matter.)

If you have a class with more advanced students, you may choose to have them discuss why so many students and adults might be fooled by a website like this. What makes the website credible?



WRITING PROMPT:

Participate in the class discussion and take notes on how to assess a website.



WRITING PROMPT:

Participate in the class discussion and take notes on how to assess a website.



T(

MIN



Discuss: What Makes a Website Credible?

Along with partners, students use a checklist of points to discuss the credibility of the hoax website. Then, they review other sites to check the credibility of the hoax website further.

Card 1 Instructional Guide

Card 1: Students use a checklist to discuss the credibility of the hoax website with partners. Card 2: Students review other sites to check the credibility of the hoax website further.

1. Pair Students - WHOLE CLASS

2. Project Discussion Points - WHOLE CLASS

Project the discussion points and briefly discuss them with the class.

| Consider | the following points in your discussion: | |
|--|---|--|
| • Who is the | author? | |
| Is the authority | r an expert on this subject? | |
| • Is it a well- | nown and respected organization or website? | |
| Is the information | nation on the website mainly facts or opinions? | |
| | formation on the site contain prejudice, sharing only the facts or opinions t the author's opinion of the subject? | |
| How recent | y was this source written or updated? | |
| • How does r | ot knowing a source's identity affect its credibility? | |

Work with your partner to discuss these points. Be prepared to talk about your answers during a class discussion.

Lesson 1 Activity 5

3. Activity on Card - PAIRS

4. Discuss Answers - WHOLE CLASS

WRITING PROMPT:

Work with your partner to discuss these points. Be prepared to talk about your answers during a class discussion.

Card 2 Instructional Guide

Card 1: Students use a checklist to discuss the credibility of the hoax website with partners. *Card 2: Students review other sites to check the credibility of the hoax website further.*

1. Activity on Card - INDIVIDUAL

2. Discuss Answers: Confirm Accurate Understanding - WHOLE CLASS

Students discover that by reading through the list of sites that appear after an Internet search, they can learn something about the initial topic (e.g., the hoax website is followed by a site about hoaxes).

Ask students what other sources are saying about this site.

Discuss validating sites using a search engine.

WRITING PROMPT:

Directions

1. Open a search window and enter the hoax website's URL. Review the sites that come up after the original site.

2. Did the other sites reveal anything about the credibility of the hoax website? Write what you learned from the other sites.





Discuss: Evaluating Sources

Students discuss 4 different sources to determine their credibility.

Card 1 Instructional Guide

Card 1: Students discuss a government source to determine its credibility.

Card 2: Students discuss a personal blog to determine its credibility as a source. Card 3: Students discuss a middle school newspaper to determine its credibility as a source.

Card 4: Students discuss a national newspaper to determine its credibility as a source.

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

Would you expect an official U.S. government report to be credible? (Probably. Yes.)

Would you expect it be more or less credible than most other sites? (More dependable.)

Card 2 Instructional Guide

Card 1: Students discuss a government source to determine its credibility. *Card 2: Students discuss a personal blog to determine its credibility as a source.* Card 3: Students discuss a middle school newspaper to determine its credibility as a source. Card 4: Students discuss a national newspaper to determine its credibility as a source.

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

Does this source provide any information about the author? (No, because it's anonymous.)

Lesson 1 Activity 6

How does not knowing an author's identity affect the source's credibility? (*It makes the source suspect and not usable for research purposes.*)

Personal sites are not necessarily bad sources of information. It's important to fully vet the author to find out how credible she or he is. You should follow any links used on personal blogs or by non-expert authors back to the original websites.

Card 3 Instructional Guide

Card 1: Students discuss a government source to determine its credibility. Card 2: Students discuss a personal blog to determine its credibility as a source. *Card 3: Students discuss a middle school newspaper to determine its credibility as a source.* Card 4: Students discuss a national newspaper to determine its credibility as a source.

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

How does a source's lack of expertise, education, and professional training affect how credible it is? (*It makes the source unreliable and a poor choice for research purposes.*)

Card 4 Instructional Guide

Card 1: Students discuss a government source to determine its credibility. Card 2: Students discuss a personal blog to determine its credibility as a source. Card 3: Students discuss a middle school newspaper to determine its credibility as a source. *Card 4: Students discuss a national newspaper to determine its credibility as a source.*

1. Activity on Card - PAIRS

2. Project Poll Results: Confirm Accurate Understanding - WHOLE CLASS

Talk with the class about how to corroborate (or validate) sources.

Although some sources are likely to be more credible than others, you should *always* question the source. You should corroborate (or validate) the source by double checking the information with another credible source. You should also look for information about the author to check on his or her credentials.

Do you assume that a well-known and respected news source is credible? (Yes.) Is that a reasonable assumption? Why? (Yes, because respected journalists tend to check their sources. And if a well-respected paper printed false information, you could expect that they would address it with a retraction.)

A respected national newspaper is likely to be a very good source, as is a US government website. But you should still check out the author and corroborate the information anyway.

Lesson 1 Activity 7

MIN

| T Present: Domain Extensions |
|---------------------------------|
|---------------------------------|

Present: Domain Extensions

Students identify different domain extensions to determine what they are short for and their respective credibilities.

Card 1 Instructional Guide

1. Activity on Card - INDIVIDUAL

2. Discuss Answers: Confirm Accurate Understanding - WHOLE CLASS

Discuss the credibility of domain extensions.

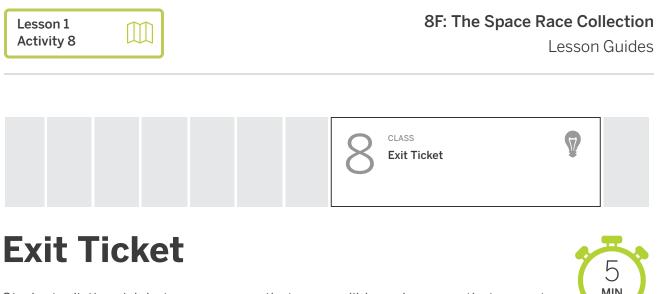
- .edu: academic institution (college, university)
- .gov: official U.S. government agency
- .com: commercial/company
- .org: organization (often nonprofit organizations, but can be commercial)
- .net: network (often Internet service providers, but can be commercial)

URLs (or Universal Resource Locators) can have a variety of different extensions, or endings, and some are more credible than others. In general, any URL ending in .edu or .gov is likely to be credible. URLs ending in .com, .org, or .net are ones that need validating by corroborating information. Of course, you should corroborate information from the .edu and .gov sites as well.

WRITING PROMPT:

Directions

Open each website on the list and briefly review it. Then, answer the questions.



Students distinguish between sources that are credible and sources that are not credible.

5 min

Card 1 Instructional Guide

Solutions

Answer Key

1. B & D

| | | | | 7 | 9 | individual Solo | • |
|--|--|--|--|---|---|--------------------|---|
|--|--|--|--|---|---|--------------------|---|

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Lesson 2 Evaluating Sources: Part 2



Overview

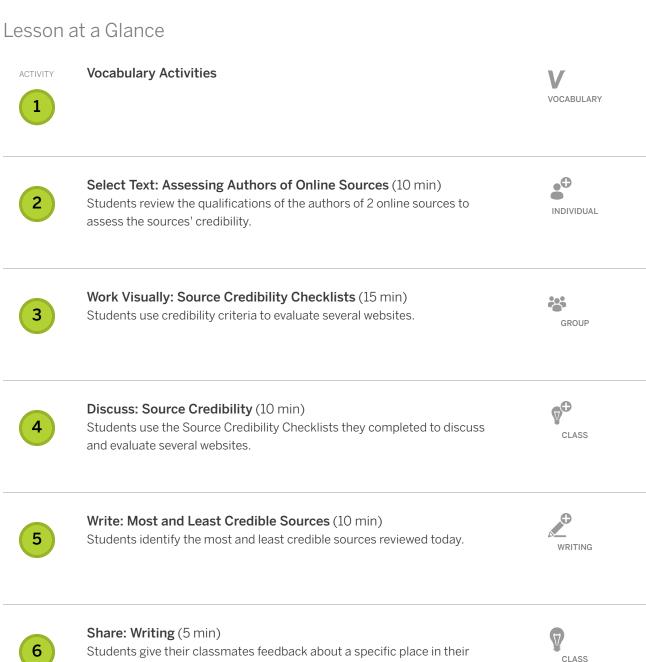
Working independently and collaboratively, students use a Source Credibility Checklist to assess the credibility of a variety of research sources. Students gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

Connections to Other Lessons:

This lesson pairs with the first scavenger hunt lesson. The skills developed in these two lessons will also be needed to conduct the research required for the essay sequence at the end of the unit.

1

Lesson 2



Students give their classmates feedback about a specific place in their writing that made an impact on them.

| Lesson 2 | | 8F: The Space Race Collection |
|----------|---|-------------------------------|
| | | Lesson Guides |
| 7 | OPT: Research: Extension Activity (12 min) Students work in pairs to complete an extension research p | project. |
| 8 | Exit Ticket (3 min) Students test their ability to name qualities of credible web | sites. |
| 9 | Solo (25 min) Students have time for independent reading. Let them know is not optional. | w that this activity |

Preparation

- 1. Plan to put students into pairs for part of this lesson.
- 2. Look at two commercial websites and find an article from each website. One of the articles should be written by a reliable author and the other one by an unreliable author. Each website must have a link to learn about the author's credentials. Students will be evaluating the author's credentials, so it's important that an About the Author link is accessible and the link includes credentials and experience that students will understand (e.g., job experience and education).
- 3. Prepare to visit several websites.
 - NASA
 - MIT
 - CNN
 - Terravivos

Exit Ticket

In Activity 8, students test their ability to identify credible websites.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.6

WORDS TO USE

- Bamboozle
- Belligerent
- Bias
- Candor



Source Credibility Checklist

Source Credibility Chart



Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Select Text: Assessing Authors of Online Sources

If students in your class need more support with reading, you may choose to read part of each article aloud so students can spend time evaluating the reliability of the source without worrying about reading challenging words.

ELL students and struggling readers may benefit from having the following terms defined before they review the two websites. Explaining and using these terms repeatedly will assist students in acquiring and using these terms.

- Qualifications: skills, knowledge, or experience that gives someone the ability to do something, such as a job
- Expertise: special skills or knowledge learned in school or through training
- Knowledgeable: knowing a lot
- Trustworthy: able to be trusted

Assign students to the level of support that matches their needs.

♦ Core

Students review the qualifications of the authors of 2 online sources to assess the sources' credibility.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students review the qualifications of the authors of 2 online sources to assess the sources' credibility.

Activity 3, Work Visually: Source Credibility Checklists

Plan how you will assign pairs or groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

If students are struggling to understand this activity, have someone act out this scenario to help students understand their task. Scanning can be challenging for some students. You may choose to model how to scan for specific information before students begin working.

ELL students and struggling readers may benefit from having the following terms on the Source Credibility Checklist defined before they review the two websites. Explaining and using these terms repeatedly will assist students in acquiring and using the terms themselves.

- Respected: good enough to be trusted or to provide what is needed
- · Commercial: related to a business that makes money and keeps it as profit
- Nonprofit: related to an organization that makes money and uses it to help people instead of making a profit
- Up-to-date: having the most recent information
- Publication date: the date when a book, magazine, website, etc., is available to the public
- Verified: discovered that something is true or correct

+Activity 4, Discuss: Source Credibility

Assign students to the level of support that matches their needs.

♦ Core

Students use the Source Credibility Checklists they completed to discuss and evaluate several websites.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students discuss and evaluate several websites.

+Activity 5, Write: Most and Least Credible Sources

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

♦ Core

Students identify the most and least credible sources reviewed today.



Substantial

This alternate Writing Prompt breaks the prompt into smaller chunks and provides fill-in-the-blank sentence frames to help students identify the most and least credible sources reviewed today.

• ELL (Dev)

This alternate Writing Prompt breaks the prompt into 2 smaller short answer responses to help students identify the most and least credible sources reviewed today.

■ ► Moderate, Light

This alternative Writing Prompt provides sentence starters to help students identify the most and least credible sources reviewed today.

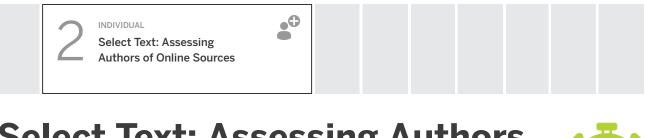
Activity 7, OPT: Research: Extension Activity

If students need more support with creating research questions or evaluating the credibility of websites, complete this optional activity, which has students create research questions and conduct Internet research about their interests and hobbies.

| VOCABULARY Vocabulary Activities | | | |
|-------------------------------------|--|--|--|
|-------------------------------------|--|--|--|

Vocabulary Activities





Select Text: Assessing Authors of Online Sources



Students review the qualifications of the authors of 2 online sources to assess the sources' credibility.

Card 1 Instructional Guide

Cards 1–2: *Students assess the qualifications of an online article's author to determine the dependability of the source.*

Cards 3–4: Students assess the qualifications of a second online article's author to determine the dependability of the source.

1. Introduce Activity - WHOLE CLASS

Write the URLs for the reliable and the unreliable commercial websites that you found on the board. Label them as Link 1 and Link 2.

Tell students to take a look at the articles and assess each author's credibility.

Tell students they should not read the article in its entirety; the purpose of this activity is to ascertain the author's qualifications.

2. Activity on Card - INDIVIDUAL

For students below grade level in reading, you may choose to read part of each article aloud so students can spend time evaluating the credibility of the source without worrying about reading challenging words.

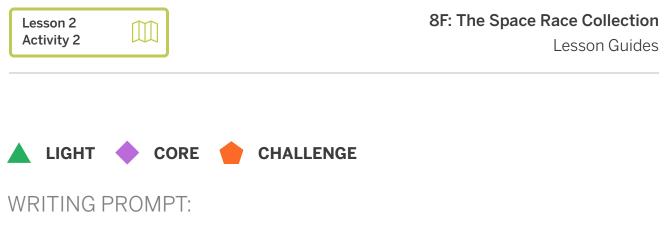


Copy Link 2 from the board into a search window and quickly skim the article. You only need a sense of what the article is about. You don't have to read every word. Fill out the information below.



WRITING PROMPT:

Find the "About the Author" link and read about this person's credentials. Author information can typically be found by clicking on the author's name, if possible, or in the "About Us" tab or link.



Find the "About the Author" link and read about this person's credentials. Author information can typically be found by clicking on the author's name, if possible, or in the "About Us" tab or link.

Lesson 2 Activity 3

GROUP Work Visually: Source Credibility Checklists

Work Visually: Source Credibility Checklists



Students use credibility criteria to evaluate several websites.

Card 1 Instructional Guide

Card 1: Students prepare to evaluate several websites.

Card 2: Students use credibility criteria to evaluate a government source.

Card 3: Students use credibility criteria to evaluate an academic source.

Card 4: Students use credibility criteria to evaluate a news source.

Card 5: Students use credibility criteria to evaluate a commercial source.

1. Group Students - WHOLE CLASS

Arrange students in pairs or small groups.

2. Prepare for Activities - WHOLE CLASS

Invite one student to read the activity directions aloud as other students follow along. Ask for any questions about the imaginary scenario before moving on to the next activity.

Card 2 Instructional Guide

Card 1: Students prepare to evaluate several websites.

Card 2: Students use credibility criteria to evaluate a government source.

Card 3: Students use credibility criteria to evaluate an academic source.

Card 4: Students use credibility criteria to evaluate a news source.

Card 5: Students use credibility criteria to evaluate a commercial source.

1. Prepare for Activities - WHOLE CLASS

Assign one website/checklist to each group to determine how credible the source is.

Tell students they should not read the articles thoroughly; they should only scan them to look for the criteria.

Tell students to complete individual checklists for each source. They should select "Yes" or "No" for each item and then write details in the right-hand column.

2. Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: www.nasa.gov

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.

Card 3 Instructional Guide

Card 1: Students prepare to evaluate several websites. Card 2: Students use credibility criteria to evaluate a government source. *Card 3: Students use credibility criteria to evaluate an academic source.* Card 4: Students use credibility criteria to evaluate a news source. Card 5: Students use credibility criteria to evaluate a commercial source.

Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: web.mit.edu/newsoffice/2013/ kepler-78b-earth-like-in-mass-and-size-1030.html

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.

Card 4 Instructional Guide

Card 1: Students prepare to evaluate several websites.

Card 2: Students use credibility criteria to evaluate a government source.

Card 3: Students use credibility criteria to evaluate an academic source.

Card 4: Students use credibility criteria to evaluate a news source.

Card 5: Students use credibility criteria to evaluate a commercial source.

Lesson 2 Activity 3

Activity on Card - GROUPS/INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: www.cnn.com/2013/04/18/us/planet-discovery/

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.

Card 5 Instructional Guide

Card 1: Students prepare to evaluate several websites. Card 2: Students use credibility criteria to evaluate a government source. Card 3: Students use credibility criteria to evaluate an academic source. Card 4: Students use credibility criteria to evaluate a news source. *Card 5: Students use credibility criteria to evaluate a commercial source.*

Activity on Card - GROUPS or INDIVIDUAL

WRITING PROMPT:

Work with a partner or small group to determine how trustworthy this source is: www.terravivos.com

You don't need to read the articles. Just skim them to look for the criteria listed on the Source Credibility Checklist.



MIN



Discuss: Source Credibility

Students use the Source Credibility Checklists they completed to discuss and evaluate several websites.



1. Project Chart - WHOLE CLASS

2. Discuss Source Credibility - WHOLE CLASS

Call on students to discuss the credibility of each source using the following chart. They may refer to the Source Credibility Checklists they completed.

Fill in the chart with your class while students complete their individual charts.

3. Activity on Card - INDIVIDUAL

| Name of source/ website | Is this source credible or not credible? | Provide 1 or 2 reasons to support your thinking |
|---|---|--|
| http://www.nasa.gov/mission_pages/kepler/ news/kepsicon-briefing.html#.U001XaVgyRs | | |
| http://web.mit.edu/newsoffice/2013/ kepler-78b-earth-like-in-mass-and-size-1030.html | | |
| http://www.cnn.com/2013/04/18/us/ planet-discovery/ | | |
| http://www.terravivos.com/secure/ threatplanetx.htm | | |



MIN



Write: Most and Least Credible Sources

Students identify the most and least credible sources reviewed today.

Card 1 Instructional Guide

Card 1: Students complete a warm-up to make sure every student has language with which to start writing. Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide basis for formative assessment.

Warm-Up - WHOLE CLASS

Raise your hand if you...

- can think of one way to tell if a website is dependable.
- found a source that contained a lot of facts.
- found a source that contained opinions.
- can think of a type of source that is usually dependable (academic, government, news, commercial).
- found a website today that is dependable.
- found a website today that you don't think is dependable.



WRITING PROMPT:

Directions

Review the chart you completed in the last activity. Select the most credible and the least credible websites from the list.

WRITING PROMPT:

3. Support your thinking using evidence from the websites you researched today.



WRITING PROMPT:

Explain your thinking about which website is the most and least credible using evidence from the websites you researched today.



WRITING PROMPT:

Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.

You may choose to use 1 or 2 of these sentence starters to help you get started writing:

The (most/least) credible website is _____ because _____.

- A piece of evidence that supports this is _____.
- Another piece of evidence that supports this is _____.



WRITING PROMPT:

Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.

| 6 CLASS Share: Writing |
|------------------------|
|------------------------|

Share: Writing

Students give their classmates feedback about a specific place in their writing that made an impact on them.



Card 1 Instructional Guide

Card 1: All students refer to the Response Starters as a guide to notice the impact of each other's writing. Card 2: Students who are sharing use this card to find their own writing.

Share Writing - WHOLE CLASS

Call on 2 or 3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to the Response Starters as a guide to notice the impact of each other's writing. *Card 2: Students who are sharing use this card to find their own writing.*

Activity on Card - INDIVIDUAL

Call on as many students as possible to share.



Who discovered something really interesting or surprising?

WRITING PROMPT:



Raise your hand to share what you have written.

Lesson 2 Activity 7



OPT: Research: Extension Activity



Students work in pairs to complete an extension research project.

Card 1 Instructional Guide

1. Activity on Card - INDIVIDUAL

Make sure students spend no longer than 1 or 2 minutes on their lists of interests and hobbies.

2. Group Students - WHOLE CLASS

Group students into pairs to complete the activity.

3. Activity on Card - PAIRS

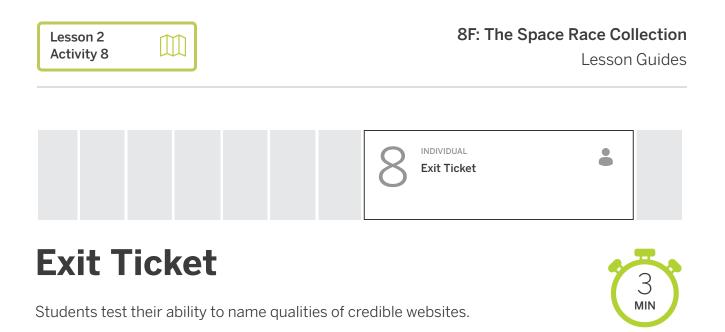
Card 2 Instructional Guide

WRITING PROMPT:

With your partner, search the Internet for 1–3 credible sources to answer your question.

Write a one-paragraph response that includes:

- the answer to your question.
- where you found the answer.
- how/why you know the sources are credible.



Card 1 Instructional Guide

Solutions

Answer Key

1. A & C

| Solo | | | | | | 9 | INDIVIDUAL Solo | • |
|------|--|--|--|--|--|---|--------------------|---|
|------|--|--|--|--|--|---|--------------------|---|

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Lesson 3 Avoiding Plagiarism





Overview

Students learn how to avoid plagiarism by properly framing quotes, citing sources, and paraphrasing.

Lesson Objective

Research: Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.

Connections to Other Lessons:

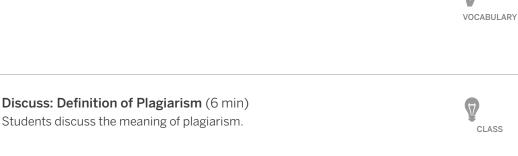
Students will rely on the skills developed in this lesson to successfully complete their work in the essay sequence at the end of the unit.

Lesson 3

ACTIVITY Vocabulary Activities



2



Introduce: Framing a Quote (10 min) Students learn how to frame a direct quote from a text to avoid plagiarism.





3

Try It On: Framing a Quote (8 min) Students practice writing framed direct quotes with an i

Students practice writing framed direct quotes with an introduction to the quote and citation.





Introduce: Paraphrasing (20 min) Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text. Teacher compares 2 paraphrases with text to stimulate discussion about what the author really means.





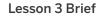
Exit Ticket (3 min) Students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.





Solo (25 min) Students have time for independent reading. Let them know that this activity is not optional.







Preparation

- 1. Prepare to project the Paraphrase Chart.
- 2. Plan how you will assign pairs for part of this lesson.
- 3. If you plan to complete the optional teacher activity, research real-life examples of plagiarism online.

Exit Ticket

In Activity 6, students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using

search terms effectively; assess the credibility and accuracy of each source;

and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

| YORDS TO USE | |
|--------------|--|
|--------------|--|

- Casualty
- Compel
- Competent
- Conclusive

| MATERIALS |
|----------------------------|
| Paraphrase Chart |
| "Guidelines for Citing and |

Punctuating a Direct Quote"

Exit Ticket Projection

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

When working with English language learners, it may be helpful to note the following:

1. The use and methods of source writing and paraphrasing can vary by culture. ELL students will likely need additional explicit instruction in order to accurately use frame quotes and paraphrasing.

2. ELL students are sometimes taught to practice language by rewording short texts phrase by phrase for various instructional purposes. If this is the case, you may want to discuss the difference between the two further.

Activity 4, Try It On: Framing a Quote Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 5, Introduce: Paraphrasing

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

♦ Core

Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text.

● ■ ► Substantial, Light, ELL (Dev), Moderate

This alternate activity provides three choices of paraphrases for the students to choose from.



| VOCABULARY Vocabulary Activities | V | 2 | | | | | |
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Vocabulary Activities

Lesson 3 Activity 2

2 CLASS Discuss: Definition of Plagiarism

Discuss: Definition of Plagiarism



Students discuss the meaning of plagiarism.

Card 1 Instructional Guide

Discuss Plagiarism - WHOLE CLASS

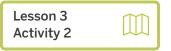
Write the definition of plagiarism on the board: "Plagiarism is stealing someone's words or ideas without crediting the source."

Conversation starters:

- What is an example of plagiarism?
- Do you know anyone who has ever plagiarized?
- Is it plagiarism to copy and paste text from Wikipedia? (Yes.)
- Is it plagiarism to sing a popular song in the shower? (No.)
 - When would it be plagiarism to sing someone else's song? (It's plagiarism if you recorded someone else's song and didn't give them credit and/or pay them for the right to use their song.)

Optional

Before class, research online for real-life examples of plagiarism or reuse. One example that students may find relatable is the case between musicians Sam Smith and Tom Petty. Sam Smith's song "Stay With Me" was found to have a number of similarities to Tom Petty's song "I Won't Back Down." There are multiple articles online that discuss the issue and exactly how the music in the two songs compares. Students can listen to both songs and consider if they sound alike and can also compare the notes of both songs against each other. The similarity in chords is also a powerful way of introducing students to patchwork plagiarism (discussed in Activity 5), in that it demonstrates how much similarity between two works is considered too much.



Discuss the specifics of the examples you found, including both information on why the example is considered plagiarism/misuse and what the consequences of the misuse were (being fired, forced to pay another party, not running for office).

Lesson 3 Activity 3



Introduce: Framing a Quote

Students learn how to frame a direct quote from a text to avoid plagiarism.

Card 1 Instructional Guide

Card 1: Students learn how to frame a direct quote to avoid plagiarizing the author's words. Card 2: Students identify parts of a framed quote to understand a properly framed quote.

Introduce Framing a Quote - WHOLE CLASS

Now that we know what plagiarism is, let's take a look at how to avoid it.

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

Call on a student to read aloud the 3 parts of a frame on the student card. Then call 3 students to point out the parts of the frame for each of the 3 examples given.

However, not every idea and fact has to be cited. When you are using ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do *not* need to cite your source. How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

The Purdue Online Writing Lab is a good source of information for MLA formatting.

Card 2 Instructional Guide

Card 1: Students learn how to frame a direct quote to avoid plagiarizing the author's words. *Card 2: Students identify parts of a framed quote to understand a properly framed quote.*

1. Introduce Activity - WHOLE CLASS

Direct students to examine the properly framed quote alongside the original text.

2. Activity on Card - INDIVIDUAL

Have students identify the source, opening frame, and direct quote from the example.

8 min



Try It On: Framing a Quote

Students practice writing framed direct quotes with an introduction to the quote and citation.

Card 1 Instructional Guide

Card 1: Students drag and drop an introduction and a direct quote with a citation together to create their own framed quote.

Card 2: Students select a brief direct quote from a sentence to use in writing their own properly framed direct quotes.

1. Group Students - WHOLE CLASS

Organize students into pairs for part 3 of the activity.

2. Activity on Card, Parts 1 and 2 - INDIVIDUAL

3. Activity on Card, Part 3 - PAIRS

4. Share and Post Answers - WHOLE CLASS

Invite 2 students to write their answers on the board.

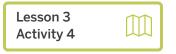


WRITING PROMPT:

Directions

1. Read the sentence from the article.

2. Use the highlighted part to write a framed quote. Be sure to include an introduction to the quote, the direct quote, and the source.



3. Share your response with a partner. Determine if each quote is correctly framed, and explain your thinking. Be sure to explain why or why not.



WRITING PROMPT:

Directions

1. Read the sentence from the article.

2. Select a brief direct quote from the sentence and rewrite it using the frame technique.

3. Share your response with a partner. Determine if each quote is correctly framed, and explain your thinking. Be sure to explain why or why not.



Introduce: Paraphrasing

Students are introduced to the concept of paraphrasing an author's text as another way to avoid plagiarism and then work independently to paraphrase informational text. Teacher compares 2 paraphrases with text to stimulate discussion about what the author really means.

Card 1 Instructional Guide

Card 1: Students learn about paraphrasing and review an example of patchwork plagiarism to build understanding of acceptable paraphrasing.

Card 2: Students practice paraphrasing informational text.

Card 3: Teacher compares 2 paraphrases with each piece of text to stimulate discussion about what the author really means.

1. Introduce Paraphrasing - WHOLE CLASS

- Properly framing a direct quote is one way to share someone else's words in your writing. However, you may also wish to share someone else's ideas without quoting their exact words. To do this, you must paraphrase the original text.
- When you paraphrase, you're rewriting text in your own words. You express the author's meaning without adding anything new or leaving anything out.
- Watch out for "patchwork plagiarism." That's when you piece together your own words with some of the author's words without quoting the author, giving the reader the impression that you wrote the whole paragraph. Let's look at this example, in which the underlined text is a direct quote from the text:

Write the example of patchwork plagiarism below on the board:

Just about <u>everyone loves chocolate, creating a high demand for cacao beans. With that popularity</u> there is a <u>high cost</u> to the environment.



As with direct quotes, you should credit the source in parentheses.



2. Activity on Card - INDIVIDUAL

| 6 Exit Ticket |
|---------------|
|---------------|

Exit Ticket

Students test their ability to identify "patchwork plagiarism" in a sample student paraphrase.



Card 1 Instructional Guide

Solutions

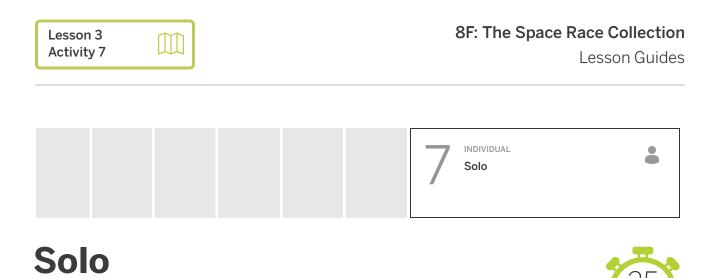
Answer Key

1. C

WRITING PROMPT:

Directions

Read the original sentence and answer the question.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.

Lesson 4 Flex Day 1

Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Lesson 4

• Work Visually: Key Ideas and Details Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

Lesson Objective

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance



2

3

| Vocabulary Activities | VOCABULARY |
|--|------------|
| Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions.</i> | INDIVIDUAL |
| Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency. | PARTNER |
| Fluency: Expression (10 min) | •• |

Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



4

Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



PARTNER

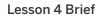


their claim.

Close Reading and Discussion (20 min) Students read to stake a claim based on evidence, then collaborate to refine



| 3F: The _esson (| Space Race Collection Guides | Lesson 4 | |
|----------------------------|---|--------------|--|
| 7 | Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text. | WRITING | |
| 8 | Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts. | WRITING | |
| 9 | Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text. | READING | |
| 10 | Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage. | READING | |
| 11 | Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired). | READING | |
| 12 | Solo (25 min) Students have time for independent reading. Let them know that this activity is not optional. | / INDIVIDUAL | |





Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4

MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Space Race Collection 1 - The Space Race: An Introduction

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment – Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

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

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

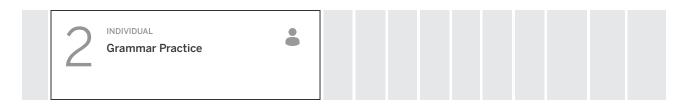
CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

| VOCABULARY Vocabulary Activities | V | | | | | | |
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Vocabulary Activities





Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

Lesson 4 Activity 3

| 3 PARTNER Fluency: Rate | 4 8 | | | | |
|----------------------------|-----|--|--|--|--|
|----------------------------|-----|--|--|--|--|

Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Lesson 4 Activity 3

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from their own previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Lesson 4 Activity 4

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.* Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. *Card 3: Students select important words to emphasize, and read aloud to practice their expression.* Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.

Lesson 4 Activity 5

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

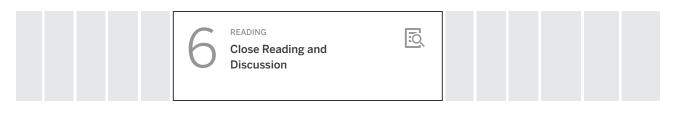
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

Lesson 4 Activity 6

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

| Peer Dis | scussion Guidelines |
|------------------------------|--|
| Share The answ | ver I chose was |
| Explain I think my | answer is correct because of from the text. |
| There wer example i | re a couple of examples from the text that gave me my answer. One is |
| I think this | s is the answer because |
| Commen You have a | t an interesting point. What more can you tell me about? |
| l didn't th | ink of it that way. Can you explain? |
| Where in | the text did you see? |
| | |

WRITING PROMPT:

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.

Lesson 4 Activity 7



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

| Analyze One Text | | | | |
|--|---|--|--|--|
| Literary Writing Prompts | | | | |
| Key Ideas and Details | Integration of Knowledge and Ideas | | | |
| What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. | 5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in | | | |
| Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. | this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices. | | | |
| Craft and Structure | Rewrite this passage in a different format: as a play, poem, song, or social media posting, Experiment with | | | |
| Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. | the language, but keep the main ideas and details th same. | | | |
| Support your explanation with key details from the text. | Other | | | |
| Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. | 7. Respond to the prompt your teacher provides. | | | |





Analyze One Text Informational Writing Prompts Key Ideas and Details Integration of Knowledge and Ideas What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways 5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? the writer develops this idea. 2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Explain how details in the text support your choice 6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument. Support your idea with evidence from the text. Craft and Structure Other 3. Choose what you think is the most important sentence, 7. Respond to the prompt your teacher provides. paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text. 4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

WRITING PROMPT:

If you are writing about *Space Race Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- 3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

 Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

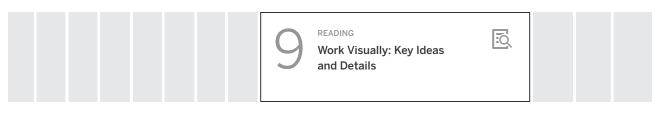
WRITING PROMPT:

Click NEXT to view *Space Race Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*

Lesson 4 Activity 9



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

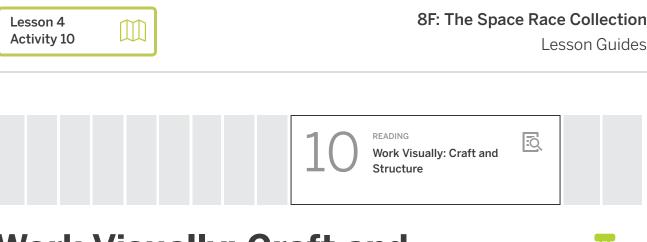
Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

8F: The Space Race Collection Lesson Guides

- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.





- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

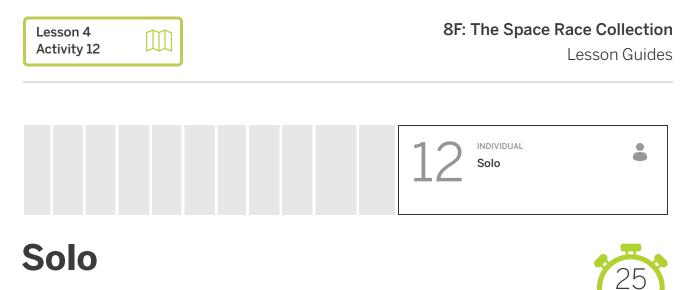
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Sub-unit 2

Scavenger Hunt and Internet Research



Lesson 1

Scavenger Hunt: Introducing the Collection

Overview

The scavenger hunt invites students to explore and become familiar with the contents of The Space Race Collection. The lesson begins with the presentation of a scavenger hunt question. Students race to find the answer in one of the texts or images from the Collection. Once the correct text or image has been located, the class works together to answer the accompanying close reading questions. This scenario is repeated two more times with students answering the close reading questions independently

Connections to Other Lessons

This lesson connects to several other lessons in this unit: the Internet research lessons, the Collection research lessons, and the essay sequence. Students develop their close reading skills in this lesson. This skill will help them to decode and comprehend the primary source documents that will be integral to their essay sequence at the end of the unit. This lesson also focuses on the skills of skimming (finding the gist of a text) and scanning (looking for a specific answer or criteria) in order to assist students in further developing their research skills.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **Discuss: Space Race** (7 min) 77 2 Play the video to introduce your students to The Space Race Collection. CLASS Then, students identify what they know and want to learn about the Space Race. **Introduce: Scavenger Hunt 1**(6 min) ĒQ 3 Students explore images from The Space Race Collection to find the answer READING to a scavenger hunt question, then answer questions to show their understanding of the image. FQ. Read: Scavenger Hunt 2 (11 min) Δ Students explore texts from The Space Race Collection to search for the READING answer to a scavenger hunt question, then answer questions to show their understanding of the text. **F**Q**O** Read: Scavenger Hunt 3 (11 min) 5 Students explore texts from The Space Race Collection to search for the READING answer to a scavenger hunt question, then answer questions to show their understanding of the text. Share: What You Learned (5 min) 6 Students share what they learned from reading and viewing additional texts CLASS and images in The Space Race Collection.

Lesson Guides

7

Exit Ticket (5 min)

Students use evidence from one winning scavenger hunt text to test their understanding of the Space Race.



8

Solo (30 min)

Students read an excerpt of "Sputnik" from *Rocket Boys* and answer questions to check their understanding of the text.





Preparation

- 1. Be prepared to project or to write on chart paper.
- 2. Optional: Prepare/plan rewards for students who win the scavenger hunts.

Exit Ticket

In Activity 7, students formulate additional questions on the Space Race and use textual evidence to test their overall understanding of this historic moment.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high

WORDS TO USE

- Unmanned
- Deceleration
- Accordance
- Therefore

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Space Race Collection 3 - "Sputnik" from "Rocket Boys"

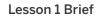
The Space Race, created by Travis Grenier

Leonov during first spacewalk (left); White during first US spacewalk (right)

1969: Cars and tents lined up, waiting for the launch of Apollo 11

1969: Apollo 11/Saturn V space vehicle climbs toward orbit

1969: Columbia command module, Apollo 11, over the moon's surface





end of the grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Teacher Activity 1, Present: Play Video

You may choose to play this video more than once to support students who are reading below grade level with comprehension, and to support ELL students with language acquisition.

Activity 2, Discuss: Space Race

ELL students, students who are extremely shy, or students who hesitate to participate in group discussions will benefit from discussing their responses with a partner first, then sharing their thoughts with the whole group.

Activity 3, Introduce: Image Scavenger Hunt

Card 4: If students are unsure about the meaning of "orbit," explain that orbit means the curved path that something (such as a moon or satellite) follows as it goes around something else (such as a planet).

1963: Hail the Soviet People—the Pioneers of Space! (left); 1969: Apollo 11 commemorative button (right)

Exit Ticket Projection

Card 5: If students don't know what a command module is, explain that a command module is the main part of a spacecraft.

+Activity 4, Read: Text Scavenger Hunt 1

You may choose to read all passages aloud or play the audio before students complete the scavenger hunt or the close reading questions.

Assign students to the level of support that matches their needs.

◆ Core

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

∎ ● Substantial, ELL (Dev)

This alternate activity reduces the amount of text, breaks the questions into smaller chunks, and provides multiple choice questions to help students show their understanding of the text.

Moderate

This alternate activity breaks the questions into smaller chunks and provides a fill-in-the-blank prompt to help students show their understanding of the text.

+Activity 5, Read: Text Scavenger Hunt 2

You may choose to read all passages aloud or play the audio before students complete the scavenger hunt or the close reading questions.

Assign students to the level of support that matches their needs.

♦ Core

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity reduces the amount of text and directs students to specific paragraphs to help them answer questions to show their understanding of the text.

+Activity 8, Solo

Assign students to the level of support that matches their needs.



◆ Core

Students read an excerpt of "Sputnik" from *Rocket Boys* and answer questions to check their understanding of the text.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.

| VOCABULARY Vocabulary Activities | V | | | | | | | |
|-------------------------------------|---|--|--|--|--|--|--|--|
|-------------------------------------|---|--|--|--|--|--|--|--|

Vocabulary Activities





Discuss: Space Race

Play the video to introduce your students to The Space Race Collection. Then, students identify what they know and want to learn about the Space Race.



Card 1 Instructional Guide

Today, we're going to begin a unit about the Space Race. Let's watch this video to learn a little about it.

1. Play Video - WHOLE CLASS

Possible Discussion Questions:

- What was the Space Race?
- Who was in the race?
- Who won the race?



Let's see what you already know about it. Make a list of everything you already know about the Space Race.

2. Activity On Card - INDIVIDUAL

Give students a minute to write. Then, ask them to raise their hands and tell the class what they know about the Space Race.

List student responses on chart paper and include these responses in the Add Note section to save them for later lessons.

WRITING PROMPT:

Directions

Watch the video your teacher will project.

Card 2 Instructional Guide

What would you like to learn about the Space Race?

Ask students to raise their hands and share responses with the class.

List student responses on chart paper. Keep this list of responses (in Add Note) as possible research topics for a later lesson.





Introduce: Scavenger Hunt 1

Students explore images from The Space Race Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.



Card 1 Instructional Guide

Card 1: Introduce the Space Race image scavenger hunt.

Cards 2–5: Students view image to decide if it has the answer to the scavenger hunt question. Card 6: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

1. Introduce Scavenger Hunt - WHOLE CLASS

- Tell students that they will participate in a scavenger hunt.
- They will search through The Space Race Collection images in this activity until they find the one that answers the scavenger hunt question.
- Remind students to review the images carefully for details and scan the captions.
- Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

NOTE: Students will only answer the Close Reading Questions on Card 6 after they have correctly identified the answer to the scavenger hunt question.

Solutions

Correct Answer

Lesson 1 Activity 3

One way in which the Soviets promoted their space program was through posters. The answer can be found in *1963: Hail the Soviet People—the Pioneers of Space!*

Card 2 Instructional Guide

Card 1: Introduce the Space Race image scavenger hunt.

Cards 2–5: Students view image to decide if it has the answer to the scavenger hunt question. Card 6: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Card 3 Instructional Guide

Card 1: Introduce the Space Race image scavenger hunt.

Cards 2–5: Students view image to decide if it has the answer to the scavenger hunt question. Card 6: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Card 1: Introduce the Space Race image scavenger hunt.

Cards 2–5: Students view image to decide if it has the answer to the scavenger hunt question. Card 6: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL



Card 5 Instructional Guide

Card 1: Introduce the Space Race image scavenger hunt.

Cards 2–5: Students view image to decide if it has the answer to the scavenger hunt question. Card 6: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Activity on Card - INDIVIDUAL

Card 6 Instructional Guide

Card 1: Introduce the Space Race image scavenger hunt. Cards 2–5: Students view image to decide if it has the answer to the scavenger hunt question. *Card 6: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.*

1. Activity on Card - INDIVIDUAL

After finding the answer, students examine the image and answer the accompanying questions.

Remind students to click HAND IN when they are finished.

2. Share Responses: Select and Discuss - WHOLE CLASS

Solutions

- 1. The Soviet poster: the way the cosmonaut's standing, the large lettering with the exclamation point, the shooting stars.
- 2. The US button: the astronauts are happy, they are standing in front of the a picture of the moon, the large lettering that says that America salutes them.
- 3. They both convey a feeling of pride for each country. The astronauts in the American button are a bit more relaxed than the cosmonaut in the Soviet poster.
- 4. The Soviet poster because this cosmonaut seems to have more energy than the astronauts in the American button.



Read: Scavenger Hunt 2

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.



Card 1 Instructional Guide

Card 1: Introduce the Space Race text scavenger hunt.

Card 2: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

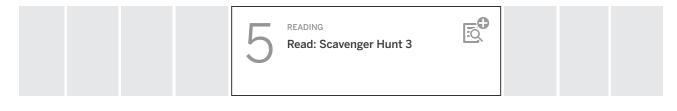
Cards 3–6: Students scan a text to determine whether it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Explain that they will encounter different types of writing including informational, narrative, a speech, and a memorandum.
- Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

NOTE: Students will only answer the Close Reading Questions on Card 2 after they have correctly identified the answer to the scavenger hunt question.





Read: Scavenger Hunt 3

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.



Card 1 Instructional Guide

Card 1: Introduce the new scavenger hunt question.

Card 2: Students scan a text to decide whether it has the answer to the scavenger hunt question.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer close reading questions to show their understanding of the text.

Cards 4–6: Students scan a text to decide whether it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

NOTE: Students will only answer the Close Reading Questions on Card 3 after they have correctly identified the answer to the scavenger hunt question.



5 min



Share: What You Learned

Students share what they learned from reading and viewing additional texts and images in The Space Race Collection.

Card 1 Instructional Guide

1. Activity on Card - INDIVIDUAL

Tell students to write down one or more interesting or important facts that they learned while exploring the Collection.

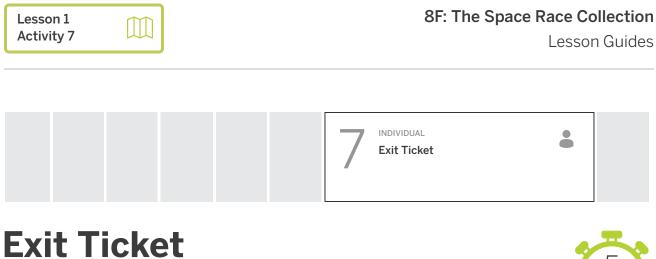
Prompt students who finish early or need an extra challenge to explain why the fact is important or interesting.

2. Share Responses: Select and Discuss - WHOLE CLASS

When they are finished writing, call on 1 or 2 of them to share their responses with the class.

WRITING PROMPT:

1963: Hail the Soviet People—the Pioneers of Space! (left); 1969: Apollo 11 commemorative button (right)



Students use evidence from one winning scavenger hunt text to test their understanding of the Space Race.



Card 1 Instructional Guide

Solutions

Answer Key

1. A & C

WRITING PROMPT:

Directions

Take a look at "The Space Race: An Introduction" to answer the question below.

| | | | 8 INDIVIDUAL Solo | • |
|--|---|----------|------------------------|-----------|
| | excerpt of "Sputnik" f | | vs and answer question | ons |
| | erstanding of the text ctional Guide | Ι. | | |
| ELL DEV | MODERATE | LIGHT | 🔶 CORE 🌰 | CHALLENGE |
| WRITING PR | | | | |
| Solo Overview1. Read the assigned te2. Answer the question | | | | |
| ELL DEV | MODERATE | | NTIAL | |
| WRITING PR | OMPT: | | | |
| Read the excerpt "Spu | tnik" from <i>Rocket Boys</i> . | HALLENGE | | |

WRITING PROMPT:

Read the excerpt "Sputnik" from Rocket Boys.

Lesson 2

Scavenger Hunt: Exploring the Collection

Overview

The scavenger hunt invites students to explore and become familiar with the contents of The Space Race Collection. The lesson begins with the presentation of a scavenger hunt question. Students race to find the answer in one of the texts or images from the Collection. Once the correct text or image has been located, the class works together to answer the accompanying close reading questions. This scenario is repeated with students answering the questions independently.

This lesson also focuses on the skills of skimming (finding the gist of a text) and scanning (looking for a specific answer or criteria) in order to assist students in further developing their research skills.

Connections to Other Lessons:

This lesson connects to several other lessons in this unit: the Internet research lessons, the Collection research lessons, and the essay sequence. Students develop their close reading skills in this lesson. This skill will help them to decode and comprehend the primary source documents that are an integral part of the essay sequence at the end of the unit.

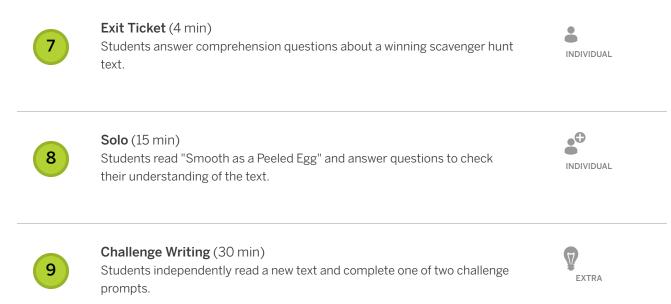
Lesson 2

Lesson at a Glance

| | Vocabulary Activities | VOCABULARY |
|---|--|------------|
| 2 | Share: What Was Learned (5 min) Students share what they've learned about the Space Race. | PARTNER |
| 3 | Research: Scavenger Hunt 1 (15 min) Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text. | READING |
| 4 | Work Visually: Scavenger Hunt 2 (10 min) Students explore images from The Space Race Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image. | READING |
| 5 | Discuss: Compare Texts and Images (10 min) Students compare similar central ideas in two texts and an image from the scavenger hunts. | INDIVIDUAL |
| 6 | Optional Writing Prompt (12 min) Students use details from an image to explain the fascination and sense of wonder Americans felt toward space exploration. | WRITING |

8F: The Space Race Collection

Lesson Guides



Preparation

 Be prepared to project or to write on chart paper. 2. Optional: Prepare/ plan rewards for students who win the scavenger hunts.
 This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students answer comprehension questions about a winning scavenger hunt text.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or

Az WORDS TO USE

- Obligations
- Pre-eminence
- Extending
- Writ

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Space Race Collection 21 - Smooth as a Peeled Egg

1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon.

1969: Apollo 11 ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins.

July 24, 1969: Columbia command module from Apollo 11 splashdown in Pacific Ocean.

1971: James Irwin, American flag, lunar module, and lunar rover.

1969: Sky Garden (Stoned Moon) by Robert Rauschenberg

Exit Ticket Projection



viewpoints.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Share: What Was Learned

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Activity 4, Work Visually: Image Scavenger Hunt

Card 4: Some of the vocabulary in this caption may be unfamiliar to students. Explain that a lunar module is a space vehicle used to land on the moon and a lunar rover is a vehicle used for exploring the surface of a moon or planet.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

♦ Core

Students read "Smooth as a Peeled Egg" and answer questions to check their understanding of the text.

∎● ■ Substantial, ELL (Dev), Moderate

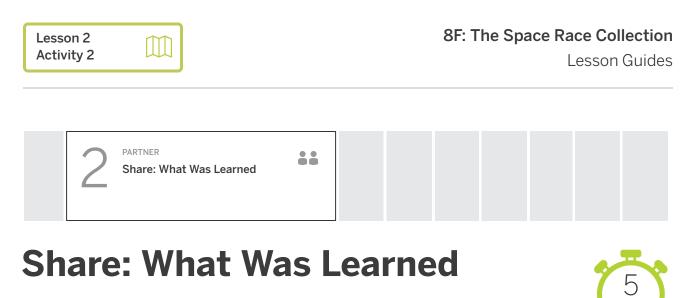
This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.

Activity 9, Challenge Writing

In this extra Writing Prompt, learners read the poem "Stars" by Robert Frost and describe what he sees. It is designed for additional practice with reading and writing skills from this lesson.

| VOCABULARY Vocabulary Activities | | | |
|-------------------------------------|--|--|--|
|-------------------------------------|--|--|--|

Vocabulary Activities



Students share what they've learned about the Space Race.

Card 1 Instructional Guide

Tell students they will continue reviewing the texts and images from The Space Race Collection today. Ask them to turn to a partner and discuss a few new facts they learned about these artists in the last lesson or in their reading last night.

MIN

READING

Lesson 2 Activity 3

Research: Scavenger Hunt 1

Research: Scavenger Hunt

Students explore texts from The Space Race Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.



Card 1 Instructional Guide

Card 1: Teacher introduces the scavenger hunt.

Card 2: Students scan through a text to decide whether it has the answer.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Ð

Card 4-6: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Introduce Activity - WHOLE CLASS

- Instruct students to work independently and search through the texts to find the one that contains the answer to the scavenger hunt question.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text.
- Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

2. Share Answer to Scavenger Hunt Question - WHOLE CLASS

Direct all students to go to Katherine Johnson: Trailblazer and Brilliant Mathematician

Solutions

Scav Hunt Question: Who calculated the flight path for America's first mission in space? Katherine Johnson



Card 2 Instructional Guide

Card 1: Teacher introduces the scavenger hunt.

Card 2: Students scan through a text to decide whether it has the answer.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 4-6: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

In 1975, after nearly 20 years of competition in space and years of careful diplomatic negotiation and scientific cooperation behind the scenes, the United States and the Soviet Union carried out their first joint mission: the Apollo-Soyuz Test Project.

Card 3 Instructional Guide

Card 1: Teacher introduces the scavenger hunt.

Card 2: Students scan through a text to decide whether it has the answer.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 4-6: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

1. Read Aloud - WHOLE CLASS

Read the text aloud or have students take turns.

2. Activity on Card - INDIVIDUAL

Students answer the close reading questions that accompany the text. Ask students to be prepared to discuss where they found the answer in the text and/or what part of the text led them to their answer.

3. Discuss Answers: Collaborate and Refine - WHOLE CLASS

- Have students discuss why the author may have written this text.
- You may also choose to discuss the central idea of this text to aid in student understanding.
- Remind students to navigate to the end of the activity and click HAND IN when they are finished.

Lesson 2 Activity 3

Solutions

Close Reading Questions:

1. Who brought Katherine Johnson's work to the attention of a broad audience and how did she do it? Margot Lee Shetterly wrote a book called *Hidden Figures*, which was then made into a movie.

2. What did it mean to be hired by NASA to be a "computer"? Women were hired by NASA to calculate data from wind tunnel tests. They also did other work that helped win the Space Race.

3. What made Katherine Johnson remarkable in the history of the Space Race? She overcame gender and racial barriers to become a key mathematician who worked on such projects as the Alan Shepard mission and the moon landing.

Card 4 Instructional Guide

Card 1: Teacher introduces the scavenger hunt.

Card 2: Students scan through a text to decide whether it has the answer.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 4-6: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

When *Apollo 11* landed on the moon in 1969, scientists back on Earth waited in rapt anticipation for samples of moon soil and rock. No one knew what the lunar samples would tell us about the moon and its history.

Card 5 Instructional Guide

Card 1: Teacher introduces the scavenger hunt.

Card 2: Students scan through a text to decide whether it has the answer.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 4-6: Students scan through a text to decide whether it has the answer to the scavenger hunt question.



Activity on Card - INDIVIDUAL

Text Overview:

On December 7, 1972, the crew of the *Apollo* 17 mission took a picture of Earth from 28,000 miles away. Showing the planet fully illuminated and in full color for the first time, the image became known as "Blue Marble." In the midst of Cold War struggles over the Space Race and nuclear armament, the photograph was a revelation: a powerful reminder that all Earth was one small planet and that its inhabitants were united in their fate.

Card 6 Instructional Guide

Card 1: Teacher introduces the scavenger hunt.

Card 2: Students scan through a text to decide whether it has the answer.

Card 3: Students find the answer to the scavenger hunt question in this text, then answer the close reading questions to show their understanding of the text.

Card 4-6: Students scan through a text to decide whether it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Text Overview:

A reality TV show will send volunteers to colonize Mars.

Lesson 2 Activity 4

MIN

Work Visually: Scavenger Hunt 2

Work Visually: Scavenger

ĒQ

READING

Hunt 2

Students explore images from The Space Race Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

Card 1 Instructional Guide

Card 1: Teacher introduces the Space Race image scavenger hunt.

Card 2-4: Students view image to decide if it has the answer to the scavenger hunt question. Card 5: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 6: Students view image to decide if it has the answer to the scavenger hunt question.

1. Introduce Scavenger Hunt - WHOLE CLASS

- Tell students that they will participate in a scavenger hunt.
- They will search through The Space Race Collection images in this activity until they find the one that answers the scavenger hunt question.
- Remind students to review the images carefully for details and scan the captions.
- Students can move through the cards at their own pace. Ask them to raise their hand when they find the answer to the scavenger hunt question.

2. Share Scavenger Hunt Answer: Confirm Accurate Understanding - WHOLE CLASS

Solutions

James Irwin – found in 1971: James Irwin, American flag, lunar module, and lunar rover





Card 2 Instructional Guide

Card 1: Teacher introduces the Space Race image scavenger hunt.

Card 2-4: Students view image to decide if it has the answer to the scavenger hunt question.

Card 5: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 6: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Card 3 Instructional Guide

Card 1: Teacher introduces the Space Race image scavenger hunt.

Card 2-4: Students view image to decide if it has the answer to the scavenger hunt question.

Card 5: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 6: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Card 1: Teacher introduces the Space Race image scavenger hunt.

Card 2-4: Students view image to decide if it has the answer to the scavenger hunt question.

Card 5: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 6: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL

Card 5 Instructional Guide

Card 1: Teacher introduces the Space Race image scavenger hunt.

Card 2-4: Students view image to decide if it has the answer to the scavenger hunt question.

Card 5: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 6: Students view image to decide if it has the answer to the scavenger hunt question.

1. Activity on Card - INDIVIDUAL

After finding the answer, students examine the image and answer the accompanying questions.

Remind students to navigate to the end of the lesson and click HAND IN when they are finished.

2. Share Responses: Collaborate and Refine - WHOLE CLASS

Solutions

- 1. Saluting. He was able to get to the moon and place the American flag there.
- 2. Yes. You can see it looks like it's waving in the wind.
- 3. It is similar to sand. There are lots footprints in front of Irwin, and on the hill in back of Irwin the surface looks smooth.

Card 6 Instructional Guide

Card 1: Teacher introduces the Space Race image scavenger hunt.

Card 2-4: Students view image to decide if it has the answer to the scavenger hunt question.

Card 5: Students find the answer to the scavenger hunt question in this image, then answer the accompanying questions to show their understanding of the image.

Card 6: Students view image to decide if it has the answer to the scavenger hunt question.

Activity on Card - INDIVIDUAL





Discuss: Compare Texts and Images



Students compare similar central ideas in two texts and an image from the scavenger hunts.

Card 1 Instructional Guide

Card 1-2: Students identify and find supporting evidence for a central idea shared by a text and an image. Card 3-4: Students identify and find supporting evidence for a central idea shared by two texts.

1. Group Students - WHOLE CLASS

Group students into pairs.

2. Activity on Card - PAIRS

Have students click HAND IN for this activity before reviewing answers.

3. Discuss Answers: Confirm Accurate Understanding - WHOLE CLASS

Have students click HAND IN for this activity before reviewing answers.

Lesson 2 Activity 5

Card 2 Instructional Guide

Card 1-2: Students identify and find supporting evidence for a central idea shared by a text and an image. Card 3-4: Students identify and find supporting evidence for a central idea shared by two texts.

Activities on Card - PAIRS

Solutions

1. C. Sending Americans to the moon was a historical event that people prepared to witness with great anticipation.

Card 3 Instructional Guide

Card 1-2: Students identify and find supporting evidence for a central idea shared by a text and an image. *Card 3-4: Students identify and find supporting evidence for a central idea shared by two texts.*

WRITING PROMPT:

Reread this passage. You will compare it to the passage on the next card.

Card 4 Instructional Guide

Card 1-2: Students identify and find supporting evidence for a central idea shared by a text and an image. *Card 3-4: Students identify and find supporting evidence for a central idea shared by two texts.*

1. Discuss - WHOLE CLASS

Have students discuss the similarities and differences in the ways the two texts address the similar topic of space exploration.

Solutions

3. B. Animals were sent to space for research purposes; specifically, to test the conditions humans might experience.



Optional Writing Prompt

Students use details from an image to explain the fascination and sense of wonder Americans felt toward space exploration.

Card 1 Instructional Guide

Card 1: Students see and study the image. They complete the Warm-Up to make sure every student has language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words to provide basis for formative assessment.

Warm-Up - WHOLE CLASS

Raise your hand if:

- One image from Sky Garden stands out in your mind.
- You think this image is very different from the ones we have looked at so far.
- You think the artist who made this image was fascinated by space exploration.
- You recall one or two details from an image that gives you a strong impression of art and science overlapping.
- You can think of a detail in an image that makes you think of space.
- You can think of a detail in an image that makes you think of a garden.

Card 2 Instructional Guide

Card 1: Students see and study the image. They complete the Warm-Up to make sure every student has language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words to provide basis for formative assessment.

WRITING PROMPT:

Using details from the image, describe why you think the piece is titled Sky Garden (Stoned Moon).

Lesson 2 Activity 7

| | | | | T INDIVIDUAL Exit Ticket | * | |
|--|--|--|--|-----------------------------|---|--|
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Exit Ticket

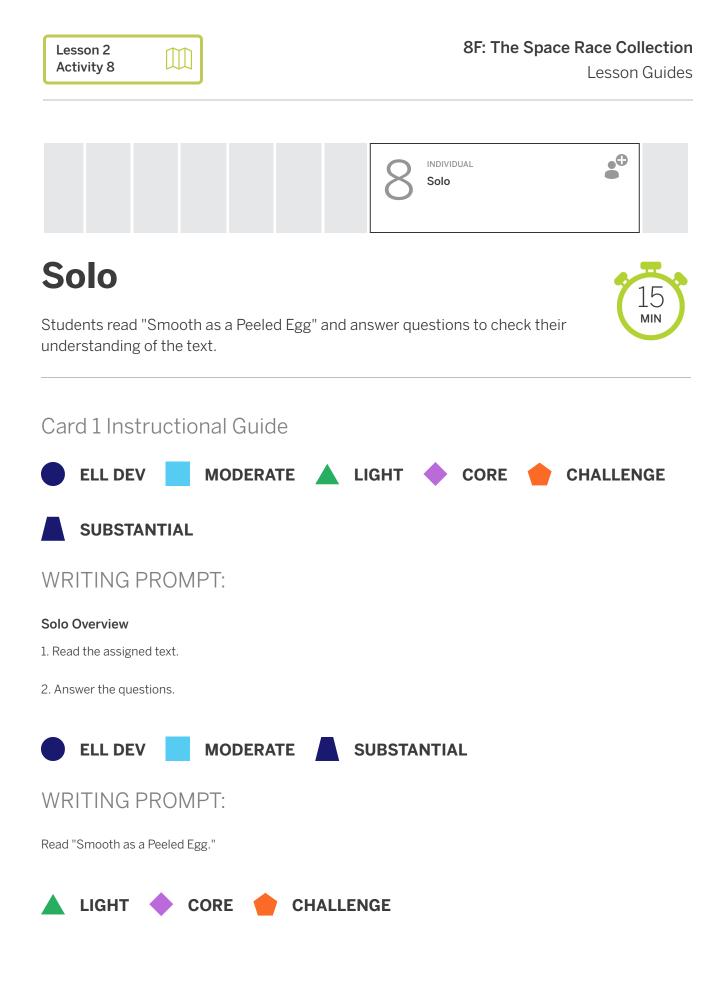
Students answer comprehension questions about a winning scavenger hunt text.



Card 1 Instructional Guide

Solutions

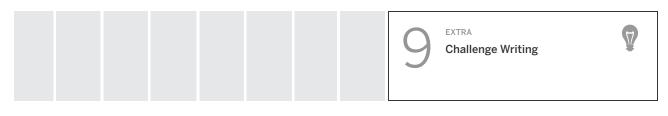
C. She overcame gender and racial barriers to become a mathematician whose work helped put the first man on the moon.



WRITING PROMPT:

Read "Smooth as a Peeled Egg."





Challenge Writing

Students independently read a new text and complete one of two challenge prompts.



Card 1 Instructional Guide

1. Read New Text - INDIVIDUAL

2. Select Prompt - WHOLE CLASS

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: Informative prompt in response to one text
- Prompt 2: Informative prompt synthesizing two texts

3. Activity on Card - INDIVIDUAL

WRITING PROMPT:

Writing Prompt 1 (Informative): What tone (attitude) does the speaker in "Stars" communicate toward the stars? Support your answer by analyzing at least two phrases or images in the poem.

Writing Prompt 2 (Informative): Compare and contrast the way Gagarin and Frost describe the stars in "First to Fly" and "Stars." What feelings does each writer convey through his descriptions? Use evidence from both texts to support your thinking.

Lesson 3 Internet Research



Overview

In this lesson, students select Space Race-related topics that they would like to explore. They work independently to construct effective research questions, then venture off to search the Internet for reliable sources that will provide the relevant information they need to answer their questions.

Connections to Other Lessons:

This lesson relates to the essay sequence as it provides students with time to practice their sourcing and close reading skills, both important for successful competition of the essay sequence.

Lesson 3

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Present: Independent Research (5 min) 77 2 Students identify a topic from a specific text or image in The Space Race CLASS Collection, or from the list of questions created in Lesson 1, that they would like to research further. Evaluate Research Topics (8 min) ** 3 Students answer a question to demonstrate understanding of open-ended PARTNER vs. focused questions, and how a research question might be revised to make it more focused. Evaluate Internet Sources (15 min) Ă Students evaluate Internet sources to determine credibility. INDIVIDUAL Select Text: Research Internet Sources (15 min) ĒQ 5 Students look for credible, unbiased Internet sources to help them answer READING their self-selected questions by considering the credibility, target audience, and purpose. Write: Answer Your Question (15 min) Students use the Internet sources they chose to answer the research 6 WRITING question they generated.



Lesson Guides

| 7 | Share: Writing (10 min) Students share their writing. | CLASS |
|----|--|------------|
| 8 | Exit Ticket: Refocusing a Question (3 min) Students explain how and why they revised, or chose not to revise, their inquiry during the research process. | INDIVIDUAL |
| 9 | Solo (15 min) Students read the excerpt of President Kennedy's Address at Rice University and answer multiple choice questions to check their understanding of the text. | INDIVIDUAL |
| 10 | Challenge Writing (30 min) Students independently read a new text and complete one of two challenge prompts. | EXTRA |

Preparation

Be prepared to write on chart paper.

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 8, students explain how and why they revised, or chose not to revise, their inquiry during the research process.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.5

WORDS TO USE

- Strife
- Postpone
- Incumbency
- Celestial

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Space Race Collection 9 - President Kennedy's Address at Rice University, September 12, 1962



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.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Present: Independent Research

If students need help selecting a question to research, prompt them to choose from the displayed class list.

Activity 5, Research Internet Sources

You may choose to review the criteria for website source credibility with the Source Credibility Checklist and the criteria for source relevance with Selecting Relevant Resources before searching for sources on the Internet.

Activity 6, Write: Answer Your Question

Use the over-the-shoulder-conference guides to support students' individual needs while they are writing.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read the excerpt of President Kennedy's Address at Rice University and answer questions to check their understanding of the text.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.

Activity 10, Challenge Writing

This extra Writing Prompt asks learners to read an excerpt from *The War of the Worlds* by H. G. Wells and explain how the opening paragraphs create a feeling of suspense. It is designed for additional practice with reading and writing skills from this lesson.



| 1 VOCABULARY Vocabulary Activities | |
|---------------------------------------|--|
|---------------------------------------|--|

Vocabulary Activities

CLASS

Research

Present: Independent

5 MIN

Present: Independent Research

 ∇

Students identify a topic from a specific text or image in The Space Race Collection, or from the list of questions created in Lesson 1, that they would like to research further.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Tell students that they will be conducting independent Internet research on the Space Race.

2. Activity on Card - INDIVIDUAL

Circulate among students to check that they are generating questions that provide a good research experience (not too general, not too specific).

3. Share Responses: Select and Discuss - WHOLE CLASS

Display good examples of student-generated questions.



Evaluate Research Topics

PARTNER



Evaluate Research Topics

Students answer a question to demonstrate understanding of open-ended vs. focused questions, and how a research question might be revised to make it more focused.

Card 1 Instructional Guide

Cards 1-2: Students look at a sample research question and discuss how the question gets revised from openended to focused.

**

Card 3: Students select a revised version that is more focused.

1. Activities on Card - PARTNER

2. Discuss Revised Research Question - WHOLE CLASS

Lead students in a discussion of their answers to the questions, focusing on the difference between open-ended and focused research questions, and ways in which questions can be focused.

Use examples to guide students in understanding that it is easier to assess whether or not research information is relevant with a focused research question than a wide-open one.

Why do you think the student was feeling overwhelmed? What could be one problem with this research question? (*The question is too open-ended and such a wide topic could not be addressed in one research paper.*)

How might the question change?

(The student could make the question more focused in two ways: 1) focusing on a single aspect of women's rights (the right to vote), and 2) focusing on the role of specific leaders in the women's suffrage movement, such as Susan B. Anthony.)

How might having a more focused research question help make the student's research easier? (When a question is more focused it is easier to find information and be able to tell whether it is relevant to the topic.)

WRITING PROMPT:

Directions

With a partner, review the student's assignment. Discuss possible solutions, then answer the questions together.

Imagine a student is writing a research paper about the women's rights movement in the United States. The student begins with the research question shown.

Card 2 Instructional Guide

Cards 1-2: Students look at a sample research question and discuss how the question gets revised from openended to focused.

Card 3: Students select a revised version that is more focused.

1. Activities on Card – PARTNER

2. Discuss Revised Research Question - WHOLE CLASS

Use examples to guide students in understanding that it is easier to assess whether or not research information is relevant with a focused research question than a wide-open one.

WRITING PROMPT:

Directions

With your partner, look at the revised version of the research question, and answer the questions that follow. Be prepared to share your answers with the class as you discuss the difference between open-ended and focused research questions.

Card 3 Instructional Guide

Cards 1-2: Students look at a sample research question and discuss how the question gets revised from open-ended to focused.

Card 3: Students select a revised version that is more focused.

1. Activities on Card – PARTNER

2. Review and Discuss – WHOLE CLASS



Solutions

DISCUSSION POINTS

- Option A is even more open than the original question.
- Option B is the best choice because it is focused enough that students will be able to find information easily and determine what is relevant to the topic.
- Option C is too open and vague.

WRITING PROMPT:

Directions

Look at the next example of a student research question, then select a revised version you think would work best.



Evaluate Internet Sources

Students evaluate Internet sources to determine credibility.

INDIVIDUAL



Card 1 Instructional Guide

Card 1: Students review a sample website and assess its credibility. Card 2: Students test their understanding of common domain names.

Remind students that they will be reviewing source credibility before they begin gathering information to answer their research question.

Direct students to an astronomy website of your choice, asking them to note what stands out to them about the site (visually and otherwise).

If time allows, ask them to consider whether or not they would use this site to answer their research question.

Suggestions: Show a variety of examples, focusing on those ending in .com, as students tend to be most familiar with this domain.

Card 2 Instructional Guide

Card 1: Students review a sample website and assess its credibility. *Card 2: Students test their understanding of common domain names.*

Students answer questions about website domain names.

Solutions

| Answer Key | |
|------------|--|
| A = 3 | |
| 3 = 4 | |
| 2 = 2 | |
| D = 1 | |
| E = 5 | |
| | |

Lesson 3 Activity 5



Select Text: Research Internet Sources

Students look for credible, unbiased Internet sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose.

Card 1 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

Card 2 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

Card 3 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.



Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

Lesson 3 Activity 6

| 6 WRITING Write: Answer Your Question | | | |
|---|--|--|--|
|---|--|--|--|

Write: Answer Your Question

Students use the Internet sources they chose to answer the research question they generated.



Students use the Internet sources they chose to answer the research question they generated.

Circulate and help students as needed.



ON TRACK

Students citing evidence and explaining how it answers their question.

Point to a place where the student added an explanation of the evidence they chose. Show them how their explanation really helped you understand how the evidence answers their research question.

NEEDS SUPPORT

Students not explaining what their evidence shows about their research question.

Point out a piece of evidence and ask, "what does this show you about your research question?" Explain to students that they need to add that explanation to support their ideas and make their research clear to the reader.

NEEDS SUPPORT

Students not citing evidence to answer their research question.

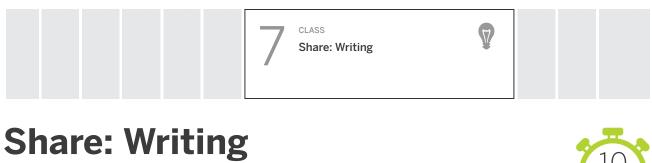
Right here you are explaining the answer to your research question, but you never show where you found that information. Find a quote that answers your question and add it in here to support your ideas.

WRITING PROMPT:

Directions

- 1. Write one or two paragraphs.
- 2. State your research question as a claim at the beginning of the first paragraph.
- 3. Include evidence from your sources.
 - a. Show how the evidence supports your research question.
 - b. Use framed quotes from at least two of your sources.

Lesson 3 Activity 7



Students share their writing.



Card 1 Instructional Guide

Call on as many students as possible to share.

NOTE: If students complete research before the end of class, invite them to choose another text or image from the Collection to research.

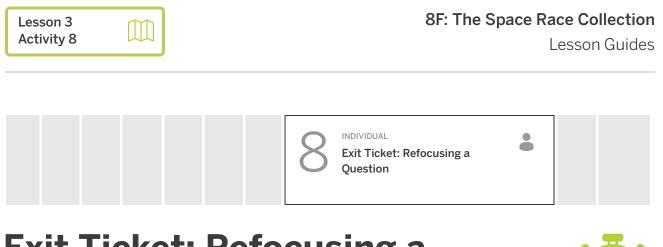


Who discovered something really interesting or surprising?

Card 2 Instructional Guide

WRITING PROMPT:

Raise your hand to share what you have written.



З

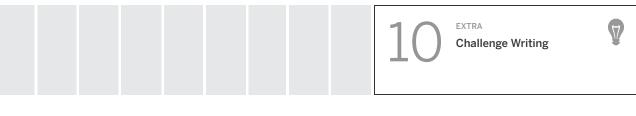
Exit Ticket: Refocusing a Question

Students explain how and why they revised, or chose not to revise, their inquiry during the research process.

| | | 9 INDIVI Solo | | • |
|--|-------------------------------------|-------------------|--------|-----------|
| Solo | a h a f Dua a i al a a h 17 a a a a | | | 15 MIN |
| Students read the excer and answer multiple cho | | - | - | |
| Card 1 Instructior | nal Guide | | | |
| ELL DEV | MODERATE | LIGHT 🔶 | CORE 🔶 | CHALLENGE |
| SUBSTANTIAL | | | | |
| WRITING PROMF |)Τ: | | | |
| Solo Overview 1. Read the assigned text. | | | | |
| 2. Answer the questions. | | | | |
| ELL DEV | MODERATE | SUBSTANT | AL | |
| WRITING PROMP | PT: | | | |
| Read "President Kennedy's Ad | dress at Rice University, S | eptember 12, 1962 | 2." | |
| 🔺 LIGHT 🔶 CO | DRE ┢ CHALL | ENGE | | |

WRITING PROMPT:

Read "President Kennedy's Address at Rice University, September 12, 1962."



Challenge Writing

Students independently read a new text and complete one of two challenge prompts.



Card 1 Instructional Guide

1. Read New Text - INDIVIDUAL

2. Select Prompt - WHOLE CLASS

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: Informative prompt in response to one text
- Prompt 2: Informative prompt synthesizing two texts

3. Activity on Card - INDIVIDUAL

WRITING PROMPT:

Writing Prompt 1 (Informative): *The War of the Worlds* is an 1898 science fiction novel about Martians invading Earth. Explain how Wells's opening paragraphs create a feeling of suspense. Use evidence from the text to support your answer.

Writing Prompt 2 (Informative): Man has been dreaming of space travel for hundreds of years. Compare and contrast the tone (attitude) toward space travel in *The War of the Worlds* and "The Space Race: An Introduction." Use evidence from both texts to support your thinking.



Lesson 4 Flex Day 2

Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Lesson 4

• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

Lesson Objective

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.

Lesson at a Glance



2

3

| Vocabulary Activities | Vocabulary |
|--|------------|
| Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions.</i> | INDIVIDUAL |
| Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency. | PARTNER |
| Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency. | PARTNER |

5

Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

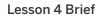




Close Reading and Discussion (20 min) Students read to stake a claim based on evidence, then collaborate to refine their claim.

READING

| 3F: The _esson (| Space Race Collection Guides | Lesson 4 | |
|----------------------------|---|------------|--|
| 7 | Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text. | WRITING | |
| 8 | Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts. | WRITING | |
| 9 | Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text. | READING | |
| 10 | Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage. | READING | |
| 11 | Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired). | READING | |
| 12 | Solo (25 min) Students have time for independent reading. Let them know that this activity is not optional. | INDIVIDUAL | |





Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4

MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Space Race Collection 1 - The Space Race: An Introduction

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment – Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

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

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

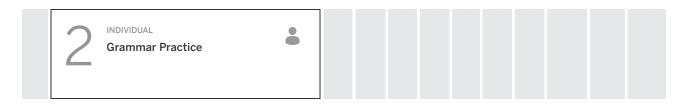
CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

| VOCABULARY Vocabulary Activities | V | | | | | | |
|-------------------------------------|---|--|--|--|--|--|--|
|-------------------------------------|---|--|--|--|--|--|--|

Vocabulary Activities





Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

Lesson 4 Activity 3

| 3 PARTNER Fluency: Rate | 4 8 | | | | |
|----------------------------|-----|--|--|--|--|
|----------------------------|-----|--|--|--|--|

Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Lesson 4 Activity 3

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from their own previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Lesson 4 Activity 4

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.*Card 3: Students select important words to emphasize, and read aloud to practice their expression.
Card 4: Students read the rubric to prepare to score their partner's reading.
Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. *Card 3: Students select important words to emphasize, and read aloud to practice their expression.* Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.

Lesson 4 Activity 5

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

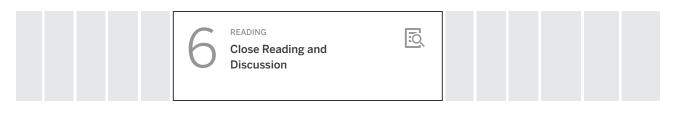
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

Lesson 4 Activity 6

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

| Peer Discussion Guidelines Share The answer I chose was Explain I think my answer is correct because of from the text. There were a couple of examples from the text that gave me my answer. One example is I think this is the answer because Comment You have an interesting point. What more can you tell me about? I didn't think of it that way. Can you explain? Where in the text did you see? |
|---|
| The answer I chose was Explain I think my answer is correct because of from the text. There were a couple of examples from the text that gave me my answer. One example is I think this is the answer because Comment You have an interesting point. What more can you tell me about? I didn't think of it that way. Can you explain? |
| I think my answer is correct because of from the text. There were a couple of examples from the text that gave me my answer. One example is I think this is the answer because Comment You have an interesting point. What more can you tell me about? I didn't think of it that way. Can you explain? |
| example is I think this is the answer because Comment You have an interesting point. What more can you tell me about? I didn't think of it that way. Can you explain? |
| Comment You have an interesting point. What more can you tell me about? I didn't think of it that way. Can you explain? |
| You have an interesting point. What more can you tell me about? I didn't think of it that way. Can you explain? |
| |
| Where in the text did you see? |
| |

WRITING PROMPT:

Directions

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.

Lesson 4 Activity 7



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

| Analyze One Text | |
|--|---|
| Literary Writing Prompts | |
| Key Ideas and Details | Integration of Knowledge and Ideas |
| What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. | 5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in |
| Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. | this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices. |
| Craft and Structure | Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with |
| Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. | the language, but keep the main ideas and details the same. |
| Support your explanation with key details from the text. | Other |
| Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. | 7. Respond to the prompt your teacher provides. |





Analyze One Text Informational Writing Prompts Key Ideas and Details Integration of Knowledge and Ideas What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways 5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? the writer develops this idea. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Explain how details in the text support your choice 6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument. Support your idea with evidence from the text. Craft and Structure Other 3. Choose what you think is the most important sentence, 7. Respond to the prompt your teacher provides. paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text. 4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

WRITING PROMPT:

If you are writing about *Space Race Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

 Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

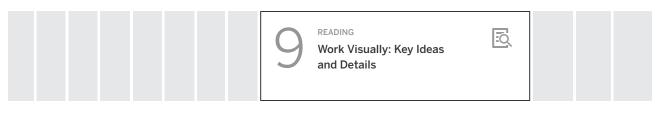
WRITING PROMPT:

Click NEXT to view *Space Race Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*

Lesson 4 Activity 9



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

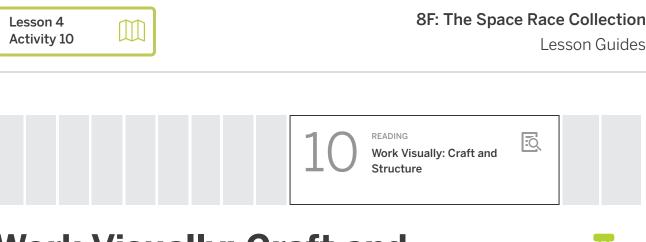
Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

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- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.





- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

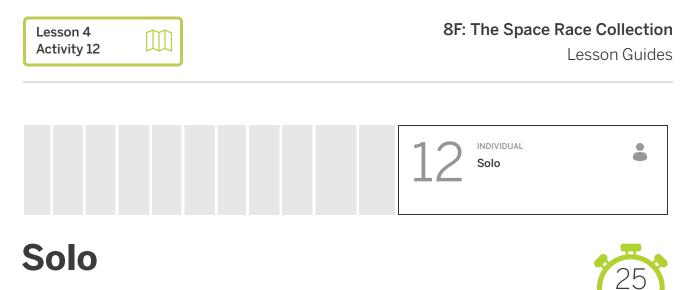
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Sub-unit 3

Space Blogs and Collection Research



Lesson 1 Space Blogs 1



Overview

In this lesson, students are assigned a cosmonaut or astronaut to research. They explore primary and secondary source materials to find relevant information about their cosmonaut or astronaut. Students synthesize this information and prepare to write blog entries from the point of view of their person.

Connections to Other Lessons:

This lesson brings research to life in a visceral way. It allows students to experience the excitement of discovery inherent in research. In that way, this lesson connects to all of the other lessons in this unit.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Introduce: Space Cards (5 min) 77 2 Students engage in a brief scavenger hunt to start becoming familiar with CLASS the information on the Space Cards. Present: Space Race Profiles (2 min) 7 3 Students assume the identity of an astronaut or cosmonaut. CLASS Select Text: Cosmonaut Profiles (10 min) -4 Students assume the identity of a cosmonaut and record basic facts about INDIVIDUAL themselves. Select Text: Astronaut Profiles -5 Students assume the identity of an astronaut and record basic facts about INDIVIDUAL themselves. Share: Astronaut and Cosmonaut Profiles (10 min) 6 Students take on the roles of the astronauts/cosmonauts they were GROUP assigned and interact with each other.

| Lesson 1 | 8F: The S | Space Race Collection | | |
|----------|--|-----------------------|--|--|
| Lesson | | Lesson Guides | | |
| 7 | Select Text: Apollo Mission (10 min) Students prepare to conduct research on their assigned cosmonaut or astronaut by practicing how to cite textual evidence that supports an analysis of what the text says. | INDIVIDUAL | | |
| 8 | Research: Additional Information for Blog (18 min) Students prepare to produce space blogs by discussing the advantages of blogs, then researching key information about their assigned figure. | INDIVIDUAL | | |
| 9 | Exit Ticket (5 min) Students cite textual evidence that supports a fact they learned and describe how they will develop this knowledge into a blog entry. | INDIVIDUAL | | |
| 10 | Solo (20 min) Students conduct more research on their astronaut or cosmonaut. | INDIVIDUAL | | |

Preparation

1. Print out the list of cosmonauts and astronauts. Cut a slip with each name to give to students at the start of class.

2. Be prepared for students to use the Internet later in this lesson.

Exit Ticket

In Activity 9, students cite textual evidence that supports a fact they learned and describe how they will develop this knowledge into a blog entry.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

WORDS TO USE

- Broadcast
- Orbiting
- Sheathed
- Telemetry



Space Race Collection 1 - The Space Race: An Introduction

List of Cosmonauts/Astronauts

Exit Ticket Projection



CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Introduce: Space Cards

You may choose to read these space cards aloud or ask for student volunteers to read them aloud.?

If students struggle with reading comprehension or are ELL students, they will benefit from discussing each card with a partner as they read to ensure understanding.?

Activity 3, Present: Space Race Profiles

If students, especially students below grade level in reading, have an astronaut or cosmonaut they would like to be, you may choose to allow students to self-select as opposed to assigning one to them.

Activities 4 & 5, Select Text: Cosmonaut and Astronaut Profiles

You may choose to allow students to work in pairs with another student who has been assigned the same astronaut or cosmonaut to assist with language and understanding. ELL students who are at a lower level can focus on answering the first four questions with information from the astronaut profile and their partners can focus on the last two questions, summarizing the most notable achievement and 1 or 2 noteworthy facts.?

+Activity 6, Share: Astronaut and Cosmonaut Profiles

Assign students to the level of support that matches their needs.

♦Core

Students take on the roles of the astronauts/cosmonauts they were assigned and interact with each other.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students discuss details of their assigned astronauts/ cosmonauts.

Activity 7, Individual

For your ELL students, you may need to explain terms such as "lunar," "module," "interior," "freeze-dried," "packaged," "touch down," "cushiony," "gravelly," "dust," and "crunchy" in the reading passage.

Activity 8, Research: Additional Information for Blog

You may choose to have students who are reading and writing below grade level work with another student who has been assigned the same astronaut or cosmonaut to assist with reading and understanding complex language.



| 1 VOCABULARY Vocabulary Activities | |
|---------------------------------------|--|
|---------------------------------------|--|

Vocabulary Activities

| 2 | CLASS Introduce: Space Cards | Ø | | | | |
|---|---------------------------------|---|---|--|--|--|
| | | | _ | | | |

Introduce: Space Cards

Students engage in a brief scavenger hunt to start becoming familiar with the information on the Space Cards.



Card 1 Instructional Guide

Introduce Activity - WHOLE CLASS

Tell students that they will look through the "Space Cards" to get to know the cosmonauts and astronauts that participated in the Space Race.

Explain that cosmonauts are Russian astronauts.

Let them know that they will be assigned either a cosmonaut or an astronaut to focus on for the next 2 lessons after they explore the deck of cards.



3 CLASS Present: Space Race Profiles

Present: Space Race Profiles

Students assume the identity of an astronaut or cosmonaut.



Card 1 Instructional Guide

Tell students they will each take on the identity of one astronaut or cosmonaut. They will be writing blogs from space from the point of view of this specific person. But first, they will have to conduct research.

Assign one astronaut/cosmonaut to each student by handing out the names on slips of paper.

Soviet Cosmonauts

- 1. Yuri Gagarin
- 2. Valentina Tereshkova
- 3. Andriyan Nikolayev
- 4. Alexei Leonov
- 5. Vladimir Komarov
- 6. Konstantin Feoktistov
- 7. Boris Yegorov
- 8. Gherman Titov
- 9. Pavel Popovich
- 10. Valery Bykovsky

American Astronauts

- Neil Armstrong
 Edwin "Buzz" Aldrin, Jr.
 Michael Collins
 Alan Shepard, Jr.
 John Glenn, Jr.
 Virgil Ivan "Gus" Grissom
 Walter Marty Schirra, Jr.
- 18. Donald Kent Slayton
- 19. Edward White
- 20. Harrison Schmitt

Lesson 1 Activity 4

| A INDIVIDUAL Select Text: Cosmonaut Profiles | •• | 5 6 | | | |
|--|----|-----|--|--|--|
|--|----|-----|--|--|--|

Select Text: Cosmonaut Profiles



Students assume the identity of a cosmonaut and record basic facts about themselves.

Card 1 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. If they were assigned an astronaut instead of a cosmonaut, direct them to click on the next activity icon. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 2 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 3 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 4 Instructional Guide



Card 5 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 6 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 7 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 8 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 9 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 10 Instructional Guide



Select Text: Astronaut Profiles

Students assume the identity of an astronaut and record basic facts about themselves.

Card 1 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 2 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 3 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 4 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 5 Instructional Guide

Card 6 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 7 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 8 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 9 Instructional Guide

Circulate and make sure students are able to find the Space Card for the person they were assigned. After they have completed the profile, remind them to go to the end of the activity and click HAND IN.

Card 10 Instructional Guide

Lesson 1 Activity 6



Share: Astronaut and Cosmonaut Profiles



Students take on the roles of the astronauts/cosmonauts they were assigned and interact with each other.

Card 1 Instructional Guide

1. When students have completed their profiles, instruct them to form an astronaut group and a cosmonaut group.

2. Tell students that they are to introduce themselves to the members of their group as the astronaut or cosmonaut they were assigned.?

3. Circulate to make sure the groups are moving through the introductions fairly quickly.



WRITING PROMPT:

- 1. Introduce yourself to your group. Share your name, birthplace, and one interesting fact about yourself or your mission.
- 2. Then introduce yourself to someone in the other group. Again, share your name, birthplace, and one interesting fact about yourself or your mission.



WRITING PROMPT:



- 1. Introduce yourself to your group. Share your name, birthplace, and one interesting fact about yourself or your mission.
- 2. Then introduce yourself to someone in the other group. Again, share your name, birthplace, and one interesting fact about yourself or your mission.

Lesson 1 Activity 7

MIN



Select Text: Apollo Mission

Students prepare to conduct research on their assigned cosmonaut or astronaut by practicing how to cite textual evidence that supports an analysis of what the text says.

Card 1 Instructional Guide

1. Introduce the Activity- WHOLE CLASS

Tell students they will research a cosmonaut or astronaut and select relevant evidence that they can use to write a space blog about their selected cosmonaut/astronaut.

Review the questions in the student prompt in order to clarify the type of content they will be writing in their space blogs.

2. Read Aloud - WHOLE CLASS

Read the excerpt with students.

Ask: Is this a primary or secondary source? (*A primary source. Buzz Aldrin is writing about the space mission he was on; it is an eyewitness account.*)

Discuss the visual of the freeze-dried food and drink mix available to the astronauts.

3. Activity on Card - INDIVIDUAL

After students complete the question, use responses to talk about what the student could possibly fictionalize in a blog, and how it is possible to embellish and elaborate using factual information from sources.

Encourage students to pay attention to moments in the text that raise new questions for them, such as places where there aren't many answers or details. Emphasize that this is a good thing; using creativity and their imagination they will "fill in the blanks."







Solutions

1. B. How the moon's surface felt as he stepped onto it.

2. "When I stepped onto the moon's surface, it felt cushiony, not gravelly—thanks to all the dust. There was no crunchy sound under my boot." ("Buzz Aldrin on His Lunar Home, the Eagle," Buzz Aldrin)

WRITING PROMPT:

Think about what evidence you would use to write Buzz Aldrin's space blog. The space blog can include answers to questions such as:

- What activities were you engaged in on your mission??
- What could you see from the window of your spacecraft??
- What was it like to experience weightlessness? G-forces??
- What emotions did you experience during and after the mission??
- What happened to you once the mission was over??
- What was the highlight of the mission for you??

Lesson 1 Activity 8



Research: Additional Information for Blog



Students prepare to produce space blogs by discussing the advantages of blogs, then researching key information about their assigned figure.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Tell students they will do more research about their astronaut or cosmonaut and use this information to write that person's blog from outer space in the next class.

Review the bulleted list of blog prompts with students.

- In the time period of the Space Race, how would these astronauts most likely have told their stories to the public?
- Why would an astronaut today choose a blog to tell their story rather than these other methods?
- What other types of technology might today's astronauts use to tell their stories?

Remind students that they need to evaluate the credibility of each source and decide if there is information relevant to their astronaut on each website if they are searching for sources on the Internet.

2. Activity on Card - INDIVIDUAL

Circulate around the classroom, offering support as needed.

3. Present Solo - WHOLE CLASS

At the end of class, ask for a show of hands for how many students found at least 2 new facts about their assigned astronaut or cosmonaut. Whether or not students found the new facts, encourage all of them to conduct more research tonight to find the most unusual or interesting information they can. Remind them that they will use this information to write a blog from outer space in the next class.

WRITING PROMPT:

Research your assigned astronaut or cosmonaut to find at least three interesting facts or events not shown on the Space Cards. The facts or events could come from the Collection texts or from the Internet.

Some possible topics to research:

- What activities were you engaged in on your mission?
- What was it like to experience weightlessness? G-forces?
- Were there any interesting, unusual, or scary events that happened on your mission?
- What happened to you once the mission was over?
- What was the highlight of the mission for you?

You will use this information to write a space blog from the point of view of your assigned astronaut or cosmonaut.



Exit Ticket

Students cite textual evidence that supports a fact they learned and describe how they will develop this knowledge into a blog entry.



| Lesson 1 Activity 10 | | 8F: The Space Race Collect Lesson Guio | | | | |
|-------------------------|----------------|--|-------------|-----------------------|-----------|--|
| | | | | 10 INDIVIDUAL Solo | • | |
| Solo | uct more resea | arch on their a: | stronaut or | cosmonaut. | 20 MIN | |

Lesson 2 Space Blogs 2



Overview

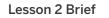
In this lesson, students review the relevant information gathered from primary and secondary sources on their assigned cosmonaut or astronaut. Students synthesize this information and write blog entries from the point of view of their person.

Connections to Other Lessons:

This lesson brings research to life in a visceral way. It allows students to experience the excitement of discovery inherent in research. In that way, this lesson connects to all of the other lessons in this unit.

Lesson 2

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **Review: Sample Blog** (5 min) 77 2 Students review the elements of a compelling blog to understand the CLASS organization, style and audience appropriate for developing their own. Ð Write: A Blog Entry (20 min) 3 Students write blog entries to describe a series of experiences and WRITING observations from the perspective of the astronaut or cosmonaut they are role-playing. Share: Blog Entry (15 min) ∇ Students share the blogs they wrote. CLASS Wrap-Up: Discuss Space Race (10 min) 7 5 Students discuss the information they found about the astronauts and CLASS cosmonauts. Exit Ticket (5 min) Ă 6 Students demonstrate their ability to combine historically accurate facts INDIVIDUAL with imagined details in a written narrative. •0 **Solo** (30 min) Students compare two texts from The Space Race Collection and determine 7 INDIVIDUAL how each could be used in specific research writing projects.





Preparation

No additional prep required.

Exit Ticket

In Activity 6, students demonstrate their ability to combine historically accurate facts with imagined details in a written narrative.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.3.A

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Az WORDS TO USE

- Disclosed
- Ballistic
- Aerodynamic
- Prolonged

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Space Race Collection 13 - First to Fly

Space Race Collection 24 - You Are Here

Elements of a Compelling Blog

Exit Ticket Projection

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.9

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

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Review Sample Blog

Be prepared to explain terms such as overcrowding, erode, suffer, reef, and flipper for ELL students.

+Activity 3, Write: A Blog Entry

ELL students and students who are below grade level in writing would benefit from orally discussing their blog entries with a partner before beginning to write.

Have struggling writers focus on writing 2 well-constructed blog entries instead of 3 blog entries.

Use the over-the-shoulder conference guides to support students' individual needs.

Assign students to the level of support that matches their needs.

♦ Core

Students write blog entries from the perspective of the astronaut or cosmonaut they are role-playing.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Writing Prompt breaks the prompt into smaller chunks and provides sentence starters to help students write blog entries from the perspective of the astronaut or cosmonaut they are role-playing.



+Activity 7, Solo

Assign students to the level of support that matches their needs.

◆ Core

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.

| VOCABULARY Vocabulary Activities | V | | | | |
|-------------------------------------|---|--|--|--|--|
|-------------------------------------|---|--|--|--|--|

Vocabulary Activities





Review: Sample Blog

Students review the elements of a compelling blog to understand the organization, style and audience appropriate for developing their own.



Card 1 Instructional Guide

Project and Discuss Blog - WHOLE CLASS

| 1. | Share your unique expertise. For example: If you are an astronaut, people want to read about something related to space or |
|----|--|
| _ | space travel. What do you know about the topic that makes you an expert? |
| 2. | Tell a unique story with cool details. For example: If you are an astronaut writing about life in space, people want to hear about any experiences that differ from those on Earth, such as sleeping in space. And they want to hear riveting details! |
| 3. | Give your audience a valuable takeaway. For example: If you are an astronaut writing about sleeping in space, what is one great piece of information you want to make sure to communicate? |
| 4. | Use language that makes the reader feel like they are right there with you. For example: If you are an astronaut writing about sleeping in space, include details about what you see, hear, feel, smell, and touch as you sleep. Or, choose one sense to concentrate on as you |

Depending on the class's needs, you may need to review blog logistics.

- Blog entries each have a date and title
- Blog entries appear in reverse chronological order
- Blog entries are between 250-1000 words.

Students can use the list of elements below to evaluate the strength of the blog and images, if present.

Ask students how they will use the list to write their own blogs.

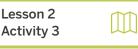
Lesson 2 Activity 3



Write: A Blog Entry

Students write blog entries to describe a series of experiences and observations from the perspective of the astronaut or cosmonaut they are role-playing.





Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Tell students they should have enough information to create at least 3 blog entries.

Remind students that they will write from the the point of view of their astronaut or cosmonaut. Their goal is to help their readers feel like they are seeing things through the narrator's eyes.

Explain that their blogs should use the facts they found from reliable sources, but they can embellish and elaborate on those facts in order to create compelling blog entries.

2. Warm Up- WHOLE CLASS



Okay, it is time to get in character. Pretend you are your astronaut or cosmonaut. Raise your hand if you can remember or imagine...

- one activity you did during your mission.
- what you could see from the window of the spacecraft.
- what it was like to feel weightless.
- what g-forces felt like.
- any interesting, unusual, or scary events that happened on your mission.
- the emotions you felt during your mission.
- any highs or lows during the mission.

Why is it important to include these details?



WRITING PROMPT:

In character, write at least three blog entries describing your experiences and feelings during your mission. Write in the first-person. That means use "I" and "me" instead of your astronaut/cosmonaut's name.

Use the information on your Space Card and your Research Chart to help craft your writing. You can find these in **See My Work**.

Some possible topics:

Lesson 2 Activity 3

- What could you see from the window of your spacecraft?
- Were there any interesting, unusual, or scary events that happened on your mission?
- What was the best part of the mission for you?

Choose one or two of these sentence starters to help you start your writing.

- During the mission, I _____.
- The (most unusual/most interesting/scariest) thing on my mission was ______.
- When I _____, I felt _____.
- Once the mission ended, I _____.



WRITING PROMPT:

In character, write at least three blog entries describing your experiences and feelings during your mission. Use the information on your Space Card and your Research Chart to help craft your writing. You can find these in **See My Work**.

Some possible topics:

- What activities were you engaged in on your mission?
- · What could you see from the window of your spacecraft?
- What was it like to experience weightlessness? G-forces?
- Were there any interesting, unusual, or scary events that happened on your mission?
- What emotions did you experience during and after the mission?
- What happened to you once the mission was over?
- What was the highlight of the mission for you?





Share: Blog Entry

Students share the blogs they wrote.



Card 1 Instructional Guide

Call on 2 or 3 volunteers to share.

The volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

WRITING PROMPT:

Raise your hand to share your writing.

Original Writing Prompt

In character, write at least three blog entries describing your experiences and feelings during your mission.

Lesson 2 Activity 5

MIN



Wrap-Up: Discuss Space Race

Students discuss the information they found about the astronauts and cosmonauts.

Card 1 Instructional Guide

Discuss Astronauts and Cosmonauts: Collaborate and Refine - WHOLE CLASS

Guide students in a discussion of the information they found about their assigned astronauts and cosmonauts.

Possible Discussion Topics:

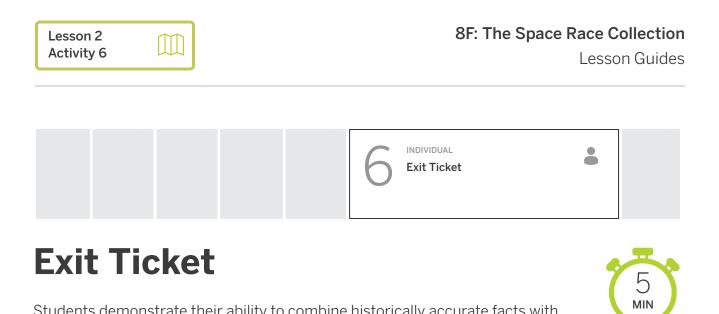
- How were the experiences of American astronauts and Soviet cosmonauts different? How were they similar?
- What role did propaganda play in the Space Race for the Soviets? Americans?

WRITING PROMPT:

Refer to your research as you participate in the class discussion about the space race.

Possible Discussion Topics:

- How were the experiences of American astronauts and Soviet cosmonauts different? How were they similar?
- What role did propaganda play in the Space Race for the Soviets? Americans?



Students demonstrate their ability to combine historically accurate facts with imagined details in a written narrative.

| | 7 INDIVIDUAL Solo |
|---|----------------------|
| Solo Students compare two texts from The Space Race Colle how each could be used in specific research writing proj | |
| | |
| Card 1 Instructional Guide | |
| ELL DEV MODERATE 🔺 LIGHT | 🔶 CORE ┢ CHALLENGE |
| SUBSTANTIAL | |
| WRITING PROMPT: | |
| Solo Overview | |
| 1. Read two passages from The Space Race Collection. | |
| 2. Answer the questions. | |
| ELL DEV MODERATE SUBSTA | NTIAL |
| WRITING PROMPT: | |
| Read "First to Fly" from Into That Silent Sea. | |
| 🔺 LIGHT 🔶 CORE ┢ CHALLENGE | |

WRITING PROMPT:

Read "First to Fly" from Into That Silent Sea.

Lesson 3 Collection Research



Overview

Students select texts and images from The Space Race Collection. They continue to develop close reading skills as they answer the questions accompanying the materials. In the second part of the lesson, students form groups and discuss the texts they read and the images they reviewed.

Connections to Other Lessons:

This lesson connects to the essay sequence. Students are developing the close reading skills they need to successfully complete the essay sequence at the end of the unit.

ACTIVITY

1

2

3

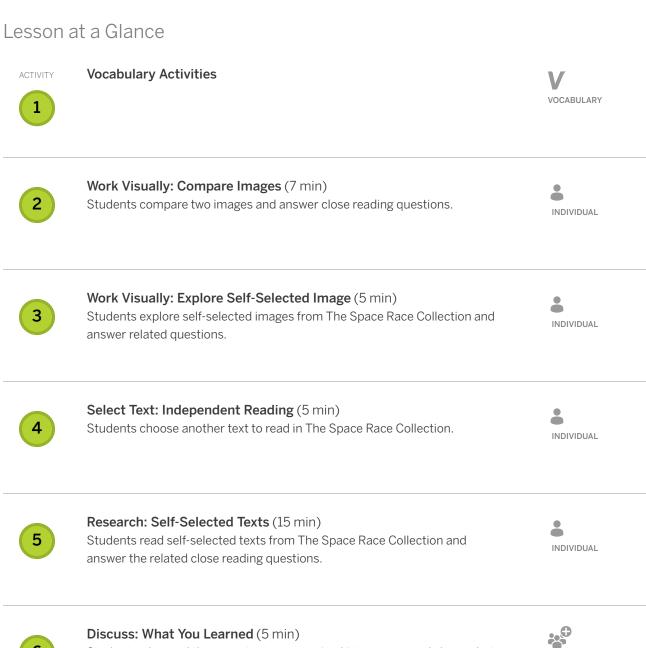
4

5

6

Lesson 3

GROUP



Students who read the same text are organized into groups and share what they learned from reading that text.

| Lesson 3 | 8F: The Spa | ce Race Collection |
|----------|---|--------------------|
| Lesson 5 | | Lesson Guides |
| 7 | Share: What You Learned (10 min) Students in different groups share what they learned from reading texts in the Space Race Collection. | CLASS |
| 8 | Wrap-Up: Select Text for Solo (5 min) Students choose a text and image from the Collection to read during the Solo. | INDIVIDUAL |
| 9 | Exit Ticket (3 min) Students determine which textual evidence best supports a claim. | |
| 10 | Solo (15 min) Students examine additional materials and answer accompanying close reading questions. | INDIVIDUAL |
| 11 | Challenge Writing (30 min) Students independently read a new text and complete one of two challenge prompts | EXTRA |

prompts.

Preparation

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 8, students determine which textual evidence best supports a claim.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

AZ WORDS TO USE

- Surmised
- Scope
- Cast
- Detached

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Leonov during first spacewalk (left); White during first US spacewalk (right)

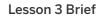
1969: Cars and tents lined up, waiting for the launch of Apollo 11.

1969: Apollo 11 / Saturn V space vehicle climbs toward orbit.

1969: Apollo 11 command module, Columbia, over the moon's surface.

1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon.

1969: Apollo 11 ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins.





Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Work Visually: Explore Self-Selected Image

If students can't see a complete work of art, have them decrease screen size.

Activity 4, Select Text: Independent Reading

The texts that students select from are generally organized top to bottom from easiest to hardest. You may choose to share this information with students or to use the information to suggest or assign titles to certain students.

You may choose to allow students who are reading below grade level to reread a text as opposed to reading a new text for this activity.

Activity 5, Research: Self-Selected Texts

If students are struggling to read these texts, you may choose to have students work in pairs with someone who is reading the same text.

+Activity 6, Discuss: What You Learned

Assign students to the level of support that matches their needs.

◆ Core

Students who read the same text form groups and share what they learned from reading that text.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students share what they learned from reading their chosen texts.

+Activity 7, Share: What You Learned

Assign students to the level of support that matches their needs.

July 24, 1969: Columbia command module from Apollo 11 splashdown in Pacific Ocean.

1969: Sky Garden (Stoned Moon) by Robert Rauschenberg

Exit Ticket Projection

♦ Core

Students from different groups share what they learned from reading texts in The Space Race Collection.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students from different groups share what they learned from reading texts in The Space Race Collection.

Activity 9, Wrap-Up: Select Text for Solo

The texts that students select from are generally organized top to bottom from easiest to hardest. You may choose to share this information with students or use the information to suggest or assign titles to certain students.

You may choose to allow students below grade level in reading to reread a text as opposed to reading a new text for this activity.

Activity 11, Challenge Writing

This extra Writing Prompt asks learners to read a new text at a similar level of complexity. It is designed for additional practice with reading and writing skills from this lesson.



| VOCABULARY Vocabulary Activities | | |
|-------------------------------------|--|--|
|-------------------------------------|--|--|

Vocabulary Activities



Work Visually: Compare

Work Visually: Compare Images

Students compare two images and answer close reading questions.

Card 1 Instructional Guide

- 1. Activity on Card INDIVIDUAL
- 2. Discuss WHOLE CLASS

Ask students to share their answers to the close reading questions.

Solutions

- 1. The Leonov picture is black and white and a close up. The White picture is color and shows the astronaut and space around him, which gives the picture more context,
- 2. The Leonov picture is grainy and black and white so it appears to be older. The White picture is clear with sharp color and appears to be newer.
- 3. Both images show clear evidence of a man in space and the complexity of a space suit that makes space travel that possible. Both images also show people something they have never seen before and they don't have to rely on text to imagine it.

WRITING PROMPT:

Leonov during first spacewalk (left); White during first US spacewalk (right)

1965: Cosmonaut Alexei Leonov becomes the first man to walk in space on March 18.

Ed White performs first US spacewalk on June 3.





Work Visually: Explore Self-Selected Image



Students explore self-selected images from The Space Race Collection and answer related questions.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Instruct students to click through the images and choose one.

When you finish exploring the image and answering the close reading questions that accompany it, click NEXT until you get to the end of the activity and click HAND IN.

2. Activity on Card - INDIVIDUAL



Select Text: Independent Reading



Students choose another text to read in The Space Race Collection.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

In your scavenger hunt lessons, you've seen many images and read several texts in The Space Race Collection. Today, you'll choose one additional text that you're interested in reading.

Instruct students to click through the texts and choose one. Explain to students that they will encounter different types of writing including informational and narrative, a speech, and a memorandum.

NOTE: The texts are generally ordered from easiest to most difficult.

2. Activity on Card - INDIVIDUAL

Once you have selected your text, go to the next activity to read your text and answer the questions.

WRITING PROMPT:

Excerpt: "And a Dog Shall Lead Them" from A Ball, a Dog, and a Monkey by Michael D'Antonio

The first animal ever sent into orbit around Earth was a dog named Laika—launched on November 3, 1957, by the Soviet Union. Her flight was a significant victory for the Soviets, coming just one month after the successful launch of Sputnik 1, the world's first artificial satellite: It was two big wins in a row for the Soviet Union. But for Laika, the journey was anything but a success.

WRITING PROMPT:

Memorandum for the Vice President by John F. Kennedy



Eight days after Soviet cosmonaut Yuri Gagarin became the first human to orbit Earth, President Kennedy wrote this memo. It was time to ramp up American efforts in space. We needed to win the Space Race—the question was how we were going to do it.

WRITING PROMPT:

"What the Moon Rocks Tell Us" from National Geographic by Kenneth F. Weaver

When Apollo 11 landed on the moon in 1969, scientists back on Earth waited in rapt anticipation for samples of moon soil and rock. No one knew what the lunar samples would tell us about the moon and its history.

WRITING PROMPT:

Excerpt: President Kennedy's Address at Rice University, September 12, 1962

In September 1962, about a year after Soviet cosmonaut Yuri Gagarin became the first person ever to orbit Earth, President Kennedy addressed nearly 40,000 people in a football stadium at Rice University in Houston, Texas. It was time for the United States to take control of the Space Race, and the president had a plan.

Lesson 3 Activity 5

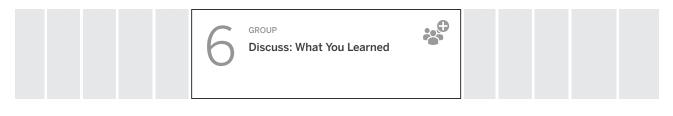


Research: Self-Selected Texts

Students read self-selected texts from The Space Race Collection and answer the related close reading questions.







Discuss: What You Learned

Students who read the same text are organized into groups and share what they learned from reading that text.

Card 1 Instructional Guide

1. Prepare for Activity - WHOLE CLASS

Tell students to form groups with others who read the same text and identify one interesting or surprising fact from the text they examined today.

2. Activity on Card - GROUPS



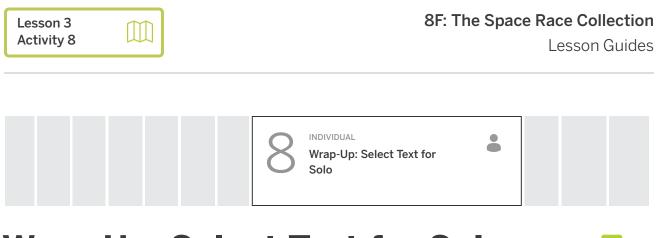
Share: What You Learned

Students in different groups share what they learned from reading texts in the Space Race Collection.

Card 1 Instructional Guide

Share Responses: Select and Discuss - WHOLE CLASS

Call on a student from each group to share responses with the class. Write the name of the text being discussed on the board.



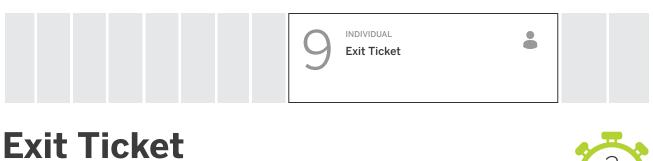
Wrap-Up: Select Text for Solo

Students choose a text and image from the Collection to read during the Solo.

Card 1 Instructional Guide

Instruct students to select the names of a text and an image that they would like to explore for their Solos.

Lesson 3 Activity 9



Students determine which textual evidence best supports a claim.

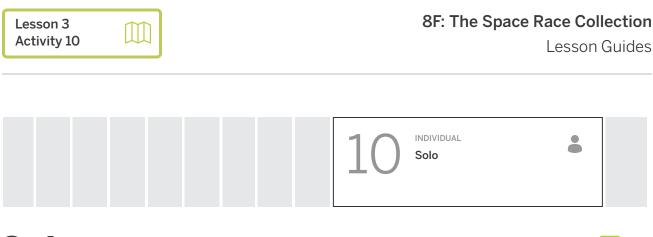


Card 1 Instructional Guide

Solutions

Answer Key

1. A



Solo

Students examine additional materials and answer accompanying close reading questions.



Card 1 Instructional Guide

Solutions

Answer Key: Collection Research

Texts

Text 1: Excerpt: "And a Dog Shall Lead Them" from A Ball, a Dog, and a Monkey by Michael D'Antonio

1. What characteristics made Laika a good pet? Would these qualities make her a good candidate to be a space traveler? Explain your answer. ("She was intelligent, calm, and easily trained." "Gentle but playful, Laika was the kind of dog that children loved."(2). Her intelligence, calmness, and ability to be easily trained would make her a good candidate for space traveler. She could learn the skills necessary to do the job and would be less likely to get upset if something went wrong during her mission.)

2. Describe all the conditions that placed stress on Laika's body in space, and explain her reaction to these conditions. (ignition and loud lift-off: "She panted furiously and her heartbeat raced to triple its resting rate as the acceleration created pressures several times greater than the force of gravity." (4); high temperature and humidity, stress: "The truth of the matter, which wouldn't be revealed for decades, was that Laika probably died from heat exhaustion, and perhaps stress, within hours of beginning her mission. (8)")

3. Many pro-animal activists were angry about Laika's treatment in space, but the American officials said nothing. Why did they keep silent? (*The United States was also using animals to conduct space research, including the use of four black bears to conduct high-speed tests.*)

Text 2: Excerpt: Memorandum for the Vice President by John F. Kennedy

1. President Kennedy asks if Americans have a chance at "beating the Soviets" (6). How does he think Americans might be able to beat them? (*President Kennedy thinks Americans might be able to beat the Soviets by "…putting a laboratory in space, or by a trip around the moon, or by a rocket to land on the moon, or by a rocket to go to the moon and back with a man," and also by increasing the time and effort spent on the project, and by considering the type of fuel used on rockets).*

2. Which questions best show the president's sense of urgency in moving forward with the space program? Explain why. (Question 1, 3 and 6 focus on the president's sense of urgency. These questions focus on options to consider, time, and effort.)

3. Which questions might Jim Webb (NASA Administrator), Dr. Weisner (Science Advisor), and Secretary McNamara (Secretary of Defense) answer? (*Jim Webb: Questions 1–3, 5; Dr. Weisner: Question 4; Secretary McNamara: 1–2, 5.*)

Text 3: "What the Moon Rocks Tell Us" from National Geographic

1. What was the scientists' first reaction to the moon rocks? (*They were not as exciting to look at as they anticipated.*)

2. Why do you think the moon rocks were "the most sought after, the most eagerly awaited, of all specimens in the history of science" (3)? (They would give scientists more clues as to what is on the moon.)

3. The samples contained no traces of life or dangerous substances. How do you imagine the space program might have changed if the analysis had yielded different results? (More high priority programs would be established, and more money would be put into studying the findings.)

Text 4: Excerpt: President Kennedy's Address at Rice University, September 12, 1962

1. What does President Kennedy worry will happen to outer space if it is not explored by Americans? (Others might want to use their power in negative ways. Using weapons in space is something Kennedy's concerned about.)

2. Read the speech closely and find two examples that show President Kennedy asserting American superiority over the Soviets. Write those sentences here.

("Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first." (6) and "Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war." (7))



3. President Kennedy states, "We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people" (7). Explain what he means. *(America wants to become the leader of the Space Race to make scientific progress that will benefit everyone.)*

4. What does President Kennedy mean when he says, "We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard" (9)? Why choose to do the hard thing? (Because it could put America ahead of the game in the future.)

Images

Image 1: 1969: Cars and tents lined up, waiting for the launch of Apollo 11

1. It is estimated that almost a million people came to watch the launch of Apollo 11. This picture shows some of the spectators at the launch. Why do you think so many people wanted to see the launch in person? *(It was a very important event in our history and people wanted to feel like they were a part of it.)*

2. This photograph was taken in 1969. How would it look different if this event took place today? (*There would probably be more and larger camper vans and you would probably see a lot of people on their cell phones.*)

3. List three important events in the news (political, scientific, or social) that have taken place in your lifetime. Which one could you imagine camping out to witness in person? Explain your answer. *(Answers will vary.)*

Image 2: 1969: Apollo 11 / Saturn V space vehicle climbs toward orbit

1. The *Saturn V* rocket was over 350 feet tall. That's longer than a football field. Does it look that large in the photograph? What aspects of the photo give you clues to the rocket's size? (*No. It's burning a large amount of fuel, and the photo was taken from far away so the rocket appears much smaller than it actually is.*)

2. What emotions do you think the astronauts in the rocket felt at the moment this photo was taken? (*Probably excited and nervous at the same time.*)

3. Look at the massive streak of flame shooting out behind the rocket, and imagine how much fuel is being burned, minute by minute. The cost of fuel is just one of the many reasons this project was expensive and time-consuming. Do you think it's worth it to spend so much time and money to send people into space? Explain your answer. (Yes. We can learn a lot from each space mission that can add to our scientific understanding and can improve future missions.)

Image 3: 1969: Columbia command module, Apollo 11, over the moon's surface

1. Look at the moon's surface in this photograph. Does it look like the kinds of landscapes we have on Earth? Explain why or why not.

(Yes. It looks similar to the surface of large boulders.)

2. When you look at a bright, full moon on a night without clouds, does it look like this? How is it similar? How is it different?

(The marks on the surface look similar, but the moon usually appears brighter from Earth than it does in this picture.)

3. Michael Collins piloted the module while Buzz Aldrin and Neil Armstrong walked on the moon. Describe the challenges and risks of both roles. Which job would you prefer to do, and why? (*Collins was responsible for making sure everything worked safely during transport there and back. Armstrong had to make sure he was prepared to travel outside of the module; he had to make sure he was suited up correctly and he planned his time wisely. I would prefer to have Armstrong's job because I think even with the challenges, his job would be more fun.)*

Image 4: 1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon

1. Travelers to wilderness areas or national parks are often encouraged to "leave only footprints." The moon was Buzz Aldrin's "wilderness." What is the ground like in this picture? What other features of the moon's surface, besides the boot print, stand out?

(It looks like there are tiny holes on the surface.)

2. This photo is considered famous because it represents an important idea. Imagine the surface of the moon covered with boot prints like this one. How would that change the importance of this one footprint? *(It would become less interesting and lose its uniqueness.)*

Image 5: 1969: Apollo 11 ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins

1. What clues in the picture reveal the date it was taken? (*The cars, people's outfits, and hairstyles.*)

2. This photo was taken in 1969. How would a parade honoring American heroes be different and similar today? (*There might be even more policemen, and the spectators would most likely be standing behind barricades.*)



3. Briefly describe a momentous world event that took place in your lifetime. Was it celebrated with a parade? If not, how was it celebrated?

(Obama was re-elected in 2012, and there was a parade.)

Image 6: July 24, 1969: Columbia command module from Apollo 11 splashdown in Pacific Ocean

1. Look carefully at the photo, and describe the size of the *Columbia* command module. *(It is large and tall when compared to the size of the people in the raft.)*

2. Describe the suits worn by the Navy divers in the picture. Why do you think these suits were necessary? (*To protect themselves from weather conditions and water temperature.*)

Image 7: 1969: Sky Garden (Stoned Moon) by Robert Rauschenberg

1. Rauschenberg thought that artists and engineers should share ideas. List five items in this print that are connected to engineering and science.

(A rocket, command module, bird, scientists, water.)

2. Rauschenberg's title *Sky Garden (Stoned Moon)* gives us clues to what is going on in this work of art. What items in the print are from a "garden" What items are from the "sky"? *(Garden-trees; Sky-rocket)*

3. This artwork includes lots of information. What does your eye focus on, and why? *(The rocket, because it is in the center of the image.)*

WRITING PROMPT:

Solo Overview

1. Read the text and review the image you selected in class.

2. Answer the accompanying close reading questions.

3. Then, click NEXT until you get to the end of the activity, and click HAND IN.

Card 2 Instructional Guide

Text Overview:

The first animal ever sent into orbit around Earth was a dog named Laika—launched on November 3, 1957, by the Soviet Union. Her flight was a significant victory for the Soviets, coming just one month after the successful launch of *Sputnik 1*, the world's first artificial satellite: It was 2 big wins in a row for the Soviet Union. But for Laika, the journey was anything but a success.

Card 3 Instructional Guide

Text Overview:

Eight days after Soviet cosmonaut Yuri Gagarin became the first human to orbit Earth, President Kennedy wrote this memo. It was time to ramp up American efforts in space. We needed to win the Space Race—the question was how we were going to do it.

Card 4 Instructional Guide

Text Overview:

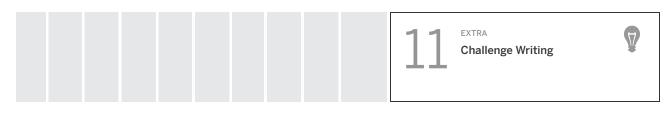
When *Apollo 11* landed on the moon in 1969, scientists back on Earth waited in rapt anticipation for samples of moon soil and rock. No one knew what the lunar samples would tell us about the moon and its history.

Card 5 Instructional Guide

Text Overview:

In September 1962, about a year after Soviet cosmonaut Yuri Gagarin became the first person ever to orbit Earth, President Kennedy addressed nearly 40,000 people in a football stadium at Rice University in Houston, Texas. It was time for the United States to take control of the Space Race, and the president had a plan.





Challenge Writing

Students independently read a new text and complete one of two challenge prompts.



Card 1 Instructional Guide

1. Read New Text - INDIVIDUAL

2. Select Prompt - WHOLE CLASS

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: Informative prompt in response to one text
- Prompt 2: Informative prompt synthesizing two texts

3. Activity on Card - INDIVIDUAL

WRITING PROMPT:

Writing Prompt 1 (Informative): Use information from "Nixon: Vietnam, China, and Watergate" to create an outline of America's race to space.

Writing Prompt 2 (Informative): Choose two details from "Nixon: Vietnam, China, and Watergate" that relate to the photograph "1971: James Irwin, American flag, lunar module, and lunar rover." Explain the connection by describing details from the text and the photograph.

Lesson 4 Flex Day 3

Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

\square

• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

Lesson at a Glance



2

3

| Vocabulary Activities | Vocabulary |
|--|------------|
| Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions.</i> | INDIVIDUAL |
| Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency. | PARTNER |
| Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency. | PARTNER |

5

Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



Q

READING



Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

| 3F: The _esson (| Space Race Collection Guides | Lesson 4 | |
|----------------------------|---|------------|--|
| 7 | Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text. | WRITING | |
| 8 | Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts. | WRITING | |
| 9 | Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text. | READING | |
| 10 | Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage. | READING | |
| 11 | Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired). | READING | |
| 12 | Solo (25 min) Students have time for independent reading. Let them know that this activity is not optional. | INDIVIDUAL | |





Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4

MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Space Race Collection 1 - The Space Race: An Introduction

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

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

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

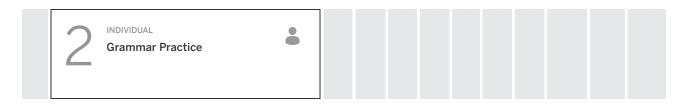
CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

| VOCABULARY Vocabulary Activities | V | | | | | | |
|-------------------------------------|---|--|--|--|--|--|--|
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Vocabulary Activities





Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

| 3 PARTNER Fluency: Rate | | | | | |
|----------------------------|--|--|--|--|--|
|----------------------------|--|--|--|--|--|

Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from their own previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.* Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. *Card 3: Students select important words to emphasize, and read aloud to practice their expression.* Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

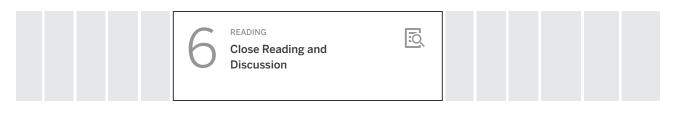
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

| Peer Dis | scussion Guidelines |
|------------------------------|--|
| Share The answ | ver I chose was |
| Explain I think my | answer is correct because of from the text. |
| There wer example i | re a couple of examples from the text that gave me my answer. One is |
| I think this | s is the answer because |
| Commen You have a | t an interesting point. What more can you tell me about? |
| l didn't th | ink of it that way. Can you explain? |
| Where in | the text did you see? |
| | |

WRITING PROMPT:

Directions

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

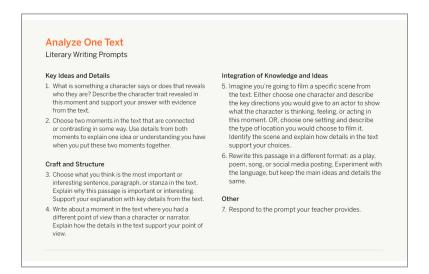
Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.







Analyze One Text Informational Writing Prompts Key Ideas and Details Integration of Knowledge and Ideas What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways 5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? the writer develops this idea. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Explain how details in the text support your choice 6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument. Support your idea with evidence from the text. Craft and Structure Other 3. Choose what you think is the most important sentence, 7. Respond to the prompt your teacher provides. paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text. 4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

WRITING PROMPT:

If you are writing about *Space Race Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

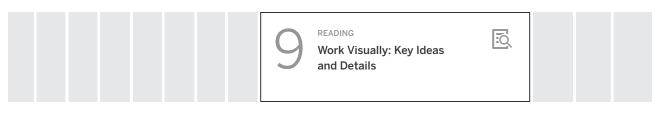
5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Space Race Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

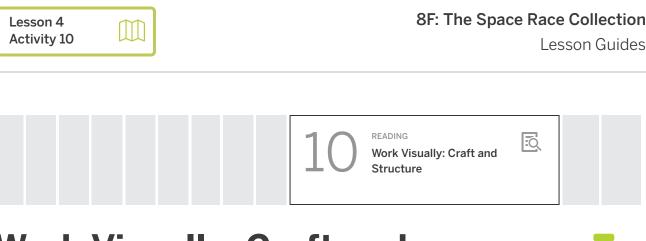
WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

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- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Lesson 4 Activity 10

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.





- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

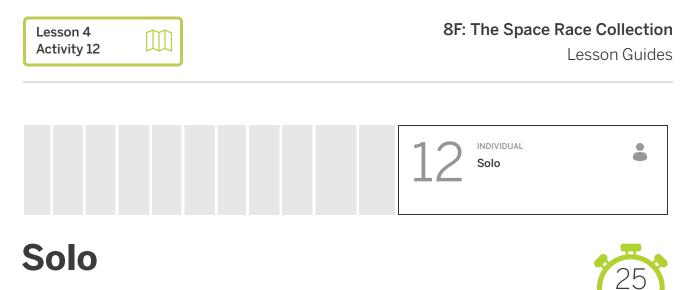
3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Sub-unit 4

Socratic Seminar and Internet Research



Lesson 1 Preparing for the Socratic Seminar

Overview

Students prepare for a Socratic seminar by creating a protocol to guide the seminar and questions aimed at thoughtful and thought-provoking dialogue. The instruction and discussion in this lesson places an emphasis on inquiry and thoughtful dialogue over debate. It provides an opportunity for students to practice posing and responding to questions. Creating questions engages students in analyzing information as it deepens comprehension.

Connections to Other Lessons:

This lesson connects to the next lesson where students engage in a Socratic seminar based on the protocol and questions generated in today's lesson.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Introduce the Socratic Seminar (4 min) 77 2 Students discuss the concept of the Socratic seminar. CLASS Discuss: Establishing Seminar Protocol (7 min) 7 3 Students work collaboratively to create a list of seminar rules and CLASS procedures. **Discuss: Guidelines for Seminar Questions** (5 min) 7 4 Students consider the difference between open-ended and closed-ended CLASS questions, then work in pairs to write an open-ended question. **OPT: Practice the Seminar With an Image** (12 min) ĒQ 5 Students participate in a brief practice seminar to establish familiarity and READING expectations with the Socratic seminar content and format. Brainstorm: Prepare Questions for Seminar (19 min) 6 Students collaborate to generate discussion questions about an assigned GROUP text.

| Lesson 1 | 8F: The Space | ce Race Collection Lesson Guides |
|----------|---|--|
| 7 | Discuss: Practice the Seminar (8 min) Students pose questions and respond to others' ideas in a practice seminar. | CLASS |
| 8 | Wrap-Up: Poll (2 min) Students respond to a poll. | GROUP |
| 9 | Exit Ticket (4 min) Students review two short texts and decide which evidence and/or sources would be most useful when addressing and answering particular questions during a discussion. | INDIVIDUAL |
| 10 | Solo (30 min) Students review the questions for the Socratic seminar and identify sources and evidence that would help them discuss these questions. | INDIVIDUAL |

Preparation

- 1. Plan to arrange students in small groups and assign each group a text (text options are listed in Materials).
- 2. Have chart paper ready.

Exit Ticket

In Activity 9, students decide which sources and specific pieces of evidence would best answer open-ended discussion questions.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

WORDS TO USE

- Encumbrance
- Audible
- Thermal
- Ordained

| MATERIALS |
|-----------|
| |

Space Race Collection 1 - The Space Race: An Introduction

Exit Ticket Projection



CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

To provide additional background on how a Socratic seminar runs, you might conduct an Internet search for a short video from another teacher's classroom. These search terms may help: middle school, Socratic seminar, ELL.

Activity 3, Discuss: Establishing Seminar Protocol

Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

If you have several ELL students needing more support you may want to point out that rules are often written as commands (e.g., "Raise your hand to respond"), or with modal verbs such as "must" and "should" (e.g., "Every student must speak at least once").

Activity 4, Discuss: Guidelines for Seminar Questions

You may choose to write on the board and discuss a few examples of open- and closed-ended questions to support ELL students before they complete the activity on their own.

Activity 5, OPT: Practice the Seminar With an Image

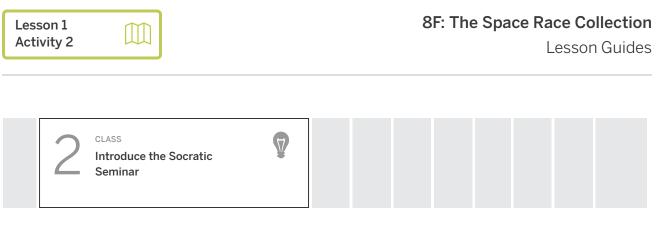
This optional activity provides students with the opportunity to participate in a brief practice seminar to establish familiarity and expectations with the Socratic seminar content and format.

Activity 6, Brainstorm: Prepare Questions for Seminar

If students are reading below grade level and have a favorite text or a text they would like to reread, you may choose to allow students to work with that text as opposed to assigning a text to them.



Vocabulary Activities



MIN

Introduce the Socratic Seminar

Students discuss the concept of the Socratic seminar.

Card 1 Instructional Guide

Introduce the Socratic Seminar - WHOLE CLASS

Tell students that they will participate in a class discussion about the Space Race, with some questions generated by you and some by them.

Emphasize that this type of discussion is not a debate; it depends on a spirit of cooperation and responses that grow from the thoughts of others.

A debate focuses on defending your beliefs and proving others wrong. A Socratic seminar, however, is a dialogue. It focuses on building deeper meaning and understanding.

Tell students that everyone is expected to answer at least one question and to generate at least one question to ask other students.

WRITING PROMPT:

Socrates, Greek philosopher, 470 BC–399 BCE

CLASS

Discuss: Establishing Seminar Protocol Lesson 1 Activity 3

MIN

Discuss: Establishing Seminar Protocol

 ∇

Students work collaboratively to create a list of seminar rules and procedures.

Card 1 Instructional Guide

Card 1: Students answer a question to begin their thinking about rules for a Socratic seminar. Card 2: Students work in groups to write rules for such a discussion.

1. Introduce Activity - WHOLE CLASS

Before beginning the Socratic seminar, tell students they need to establish a set of rules for proper behavior.

2. Activity on Card - INDIVIDUAL

3. Share and Post Responses: Collaborate and Refine - WHOLE CLASS

Only one of these rules is a guide to appropriate behavior in a class discussion such as a Socratic seminar. You're going to think about other rules we'll need for a good discussion.

Card 2 Instructional Guide

Card 1: Students answer a question to begin their thinking about rules for a Socratic seminar. *Card 2: Students work in groups to write rules for such a discussion.*

Activity on Card - SMALL GROUPS

Have students work in small groups to draft rules or guidelines for a class discussion.

Call on each group to share a rule they have written.



Work with students to create and display a class list called "Rules for Seminar." Save this for reference during the next lesson.

See the list of suggested rules below, in case they are not addressed by the class.

Suggested Rules for Speaking

Every student must speak at least once. Raise your hand when you would like to respond to a question or a comment.
 Speakers speak clearly and phrase the question completely.

3. The student (or teacher) who asks a question selects a student to respond.

4. Try to select a student who has not yet spoken.

5. Use sentence starters such as: "I invite ______ to respond," and "Could you give me an example of ______" or "I don't agree with ______."

Rules for Listening:

1. Only the student who has been chosen to respond may speak. If you would like to reply to a question or another student's comment, raise your hand.

2. Listen carefully to all speakers. Take notes on the important people, events, and topics discussed during the seminar.

Lesson 1 Activity 4



CLASS

Discuss: Guidelines for Seminar Questions



Students consider the difference between open-ended and closed-ended questions, then work in pairs to write an open-ended question.

Card 1 Instructional Guide

Card 1: Students will consider the difference between open-ended and closed-ended questions. Card 2: Students will work in pairs to write an open-ended question.

1. Introduce Activity - WHOLE CLASS

Define open-ended questions (requiring an explanation) and closed-ended questions (requiring only a yes/no or one-word answer).

 ∇

2. Activity on Card - INDIVIDUAL

3. Discuss Responses - WHOLE CLASS

Discuss reasons why open-ended questions are better for a discussion.

Card 2 Instructional Guide

Card 1: Students will consider the difference between open-ended and closed-ended questions. *Card 2: Students will work in pairs to write an open-ended question.*

Activity on Card - SMALL GROUP

Have students quickly write an open-ended question, then share their questions with someone in their group to check that the question is open-ended.



MIN



OPT: Practice the Seminar With an Image

Students participate in a brief practice seminar to establish familiarity and expectations with the Socratic seminar content and format.

Card 1 Instructional Guide

Card 1: Students review and discuss different types of questions used in a Socratic seminar. Card 2: Students practice a Socratic seminar. Card 3: Sentence starters are provided for students to use during the Socratic seminar.

1. Introduce Activity - WHOLE CLASS

Let's look at what Socratic seminar questions are like, and then have a mini-seminar to practice the format. Socratic seminar questions are:

- open-ended
- thought-provoking (making people think seriously about something)
- easy to understand

Have students who studied this image in past lessons share what they remember about the image.



First, study the questions in order to understand the type of questions you might see in a Socratic seminar. Then answer the three questions about the categories.

2. Activity on Card - INDIVIDUAL

3. Share Responses: Confirm Accurate Understanding - WHOLE CLASS

Discuss the types of questions listed under the three categories and review answers to the three questions.

• Which set of questions asks about your personal opinion? (The opening and closing questions)

- Which questions talk about the main ideas of the image? (The opening questions)
- Which questions will need evidence to support them? (The deeper questions)

WRITING PROMPT:

Opening Questions

- 1. What is the image about?
- 2. What is the most important element in the image?
- 3. What is interesting or surprising in the image?

Deeper Questions

- 1. Why do you think the artist created this image?
- 2. What do you think the artist is trying to say about science or technology? What is the artist saying about humankind?
- 3. How do you think people thought of this image in 1969?

Closing Questions

- 1. Do you like the image? Why or why not?
- 2. Does the image tell a story about the Space Race? What story does it tell?

Card 2 Instructional Guide

Card 1: Students review and discuss different types of questions used in a Socratic seminar. *Card 2: Students practice a Socratic seminar.* Card 3: Sentence starters are provided for students to use during the Socratic seminar.

1. Project Image - WHOLE CLASS

2. Activity on Card - WHOLE CLASS

Conduct a sample Socratic seminar.

Students ask each other the supplied questions about the image, using the rules the class created.

Ensure students are referring back to the image as their evidence.

3. Discuss the Practice Seminar - WHOLE CLASS

Point out appropriate seminar behaviors such as disagreeing politely, building off each other's ideas, and turn taking when you see them.



The opening and closing questions are good places to start from when you are writing your own questions for our seminar. You might brainstorm a few opinions or main idea questions first, which may make the deeper questions easier to write.

WRITING PROMPT:

Practice the Socratic seminar discussion style by asking and answering these questions with your classmates. Use the image as your evidence.

Opening Questions

- 1. What is the image about?
- 2. What is the most important element in the image?
- 3. What is interesting or surprising in the image?

Deeper Questions

- 1. Why do you think the artist created this image?
- 2. What do you think the artist is trying to say about science or technology? What is the artist saying about humankind?
- 3. How do you think people thought of this image in 1969, during the Space Race?

Closing Questions

- 1. Do you like the image? Why or why not?
- 2. Does the image tell a story about the Space Race? What story does it tell?

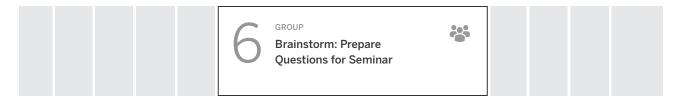
Click NEXT to see a list of sentence starters that you can use.

Card 3 Instructional Guide

Card 1: Students review and discuss different types of questions used in a Socratic seminar. Card 2: Students practice a Socratic seminar.

Card 3: Sentence starters are provided for students to use during the Socratic seminar.

Lesson 1 Activity 6



Brainstorm: Prepare Questions for Seminar



Students collaborate to generate discussion questions about an assigned text.

Card 1 Instructional Guide

1. Prepare for Activity - WHOLE CLASS

Assign one text from The Space Race Collection to each group.

A great way to boost a discussion is to come prepared, having examined the evidence and written down some questions.

Work with your group to create 2 or more thought-provoking, open-ended questions about the text you read.

2. Activity on Card - GROUPS

Instruct students to create open-ended questions for their text.

3. Share and Post Responses: Collaborate and Refine - WHOLE CLASS

Choose a few exemplar open-ended questions to write on the board.

Examples of Open-Ended Questions:

- What was the most significant achievement that occurred during the entire Space Race?
- What was the most serious mistake made during this time period?
- Who was the single most important person in the Space Race?
- Defend or condemn the use of animal subjects during the Space Race.
- Discuss the costs (animal life, human life, money, international relations) of the Space Race versus the eventual results and benefits. Was the Space Race worth the costs?



- How did the Space Race reflect gender roles in both Russian and American societies at that time?
- What has humankind gained as a result of the Space Race?
- How would the Space Race have been different if the United States and the Soviet Union worked together, as opposed to against each other?
- Do you support further space travel? Why or why not?

Lesson 1 Activity 7

8 min



Discuss: Practice the Seminar

Students pose questions and respond to others' ideas in a practice seminar.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

You have reexamined the texts and revisited your ideas. You have created discussion questions with your groups. We have also discussed some of the rules, procedures, and roles we will apply in our discussion.

Let's practice using our rules, procedures, and roles for discussion while we try out some of the interesting ' questions you created.

2. Practice Discussion - WHOLE CLASS

Call on groups to share a question with the class and discuss, following the class's established Socratic seminar guidelines (e.g., Whoever poses the current question calls on a specific student by name and invites that student to respond).

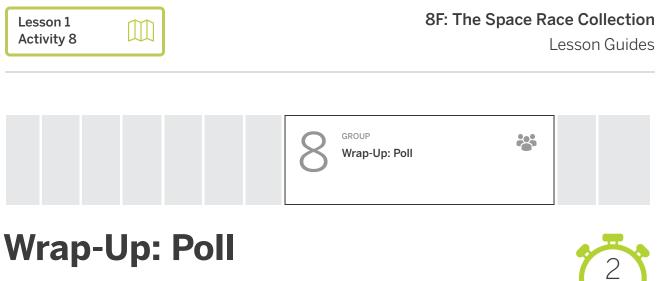
3. Reflect on Discussion - WHOLE CLASS

What could be improved about the questions you asked during the discussion? How about the responses to the questions?

What questions were especially well-written? What made them seem well-written?

WRITING PROMPT:

Practice posing questions and responding to others' ideas in the practice seminar.



Students respond to a poll.



Card 1 Instructional Guide

Activity on Card - INDIVIDUAL

Ask students to rate their experience with the Socratic seminar.

Project and Discuss Poll Results - WHOLE CLASS

Ask students to specify what went well (or not) in the practice session. Resolve any issues.



| | 9 Exit Ticket | • |
|--|---------------|---|
| | | |

Exit Ticket

Students review two short texts and decide which evidence and/or sources would be most useful when addressing and answering particular questions during a discussion.



Card 1 Instructional Guide

Solutions

A. President Kennedy's Memo

| Lesson 1 Activity 10 | | | 8F: The Space | Race Collection Lesson Guides |
|---|---|--|-------------------------------|----------------------------------|
| | | | 10 INDIVIDUAL Solo | • |
| Solo Students review and evidence th | • | | and identify sources ions. | 30 MIN |

Lesson 2 Conducting the Socratic Seminar



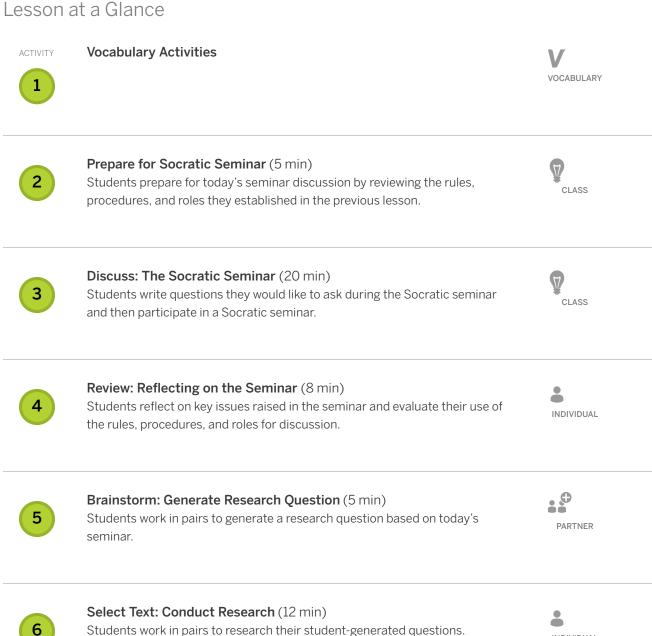
Overview

In this lesson, students follow class-established rules, procedures, and roles as they discuss the Space Race. Acting as facilitator, the teacher poses questions and guides the discussion, prompting students to contribute with relevant comments, responses, and the questions they wrote in the last lesson. During the seminar, students make reference to specific texts from The Space Race Collection. Following the class, students work with partners to research a topic of interest raised during the discussion.

Connections to Other Lessons:

This lesson relies on the questions and protocols developed in the previous lesson.

Lesson 2



Students work in pairs to research their student-generated questions.

INDIVIDUAL

| Lesson 2 | 8F: The S | ace Race Collection | | |
|----------|--|---------------------|--|--|
| | | Lesson Guides | | |
| 7 | Wrap-Up: Answer Research Question (3 min) Students submit responses to their research questions. | INDIVIDUAL | | |
| 8 | Exit Ticket (5 min) Students build on ideas brought up in class discussion or class notes (speaking and listening) in a short written response. | INDIVIDUAL | | |
| 9 | Solo (30 min) Students read and answer questions about a text and an image from The Space Race Collection. | READING | | |

Preparation

- 1. Post the chart paper with rules for the Socratic seminar.
- 2. Plan to put students in pairs for the second part of the lesson.

Exit Ticket

In Activity 8, students build on ideas brought up in class discussion or class notes (speaking and listening) in a short written response.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

WORDS TO USE

- Sacrifice
- Constellations
- Foremost
- Aviation

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Space Race Collection 15 - In Event of Moon Disaster

Buzz Aldrin's Footprint; 1969

Exit Ticket Projection



CCSS.ELA-Literacy.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.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.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Discuss: The Socratic Seminar

Students who are below grade level in reading or writing or ELL students may benefit from brainstorming open-ended questions with a partner before writing them down.

You can encourage participation by conducting a "lightning round," where each student is required to give a quick answer to one seminar question. Another strategy is to use a set number of chips or other markers per student that they must set aside each time they speak. Students who run out of chips cannot speak until all other students use their chips.

+Activity 5, Brainstorm: Generate Research Question

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Assign students to the level of support that matches their needs.

• ELL (Dev)

This alternate activity provides sentence starters to support students' discussions in order to generate a research question based on today's seminar

+Activity 9, Solo

Assign students to the level of support that matches their needs.

♦ Core

Students read and answer questions about a text and an image from The Space Race Collection.

∎● ■ Substantial, ELL (Dev) Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.



| VOCABULARY Vocabulary Activities | V | | | | |
|-------------------------------------|---|--|--|--|--|
|-------------------------------------|---|--|--|--|--|

Vocabulary Activities

Lesson 2 Activity 2

MIN

| | | 2 | ^{CLASS} Prepare for Socratic Seminar | Ø | | | | | | | |
|--|--|---|---|---|--|--|--|--|--|--|--|
|--|--|---|---|---|--|--|--|--|--|--|--|

Prepare for Socratic Seminar

Students prepare for today's seminar discussion by reviewing the rules, procedures, and roles they established in the previous lesson.

Card 1 Instructional Guide

Prepare for Seminar - WHOLE CLASS

Arrange desks in a circle, allowing students to clearly see one another during the seminar.



What were some of the rules, procedures, and roles we came up with?

Solutions

Rules for Speaking:

- Every student must speak at least once. Raise your hand when you would like to respond to a question or a comment.
- The student (or teacher) who asks a question selects a student to respond.
- Try to select a student who has not yet spoken.
- Use sentence starters such as "I invite _____ to respond," and "Could you give me an example of _____" or "I don't agree with ______."

Rules for Listening:



- Only the student who has been chosen to respond may speak. If you would like to reply to a question or to another student's comment, raise your hand.
- Listen carefully to all speakers. Take notes on the important people, events, and topics discussed during the seminar.

WRITING PROMPT:

Discuss:

1. What were some of the rules, procedures, and roles we came up with to make our Socratic Seminar discussion strong and productive?

2. Can you think of any other rules, procedures, roles, or other suggestions to add?

Lesson 2 Activity 3

Discuss: The Socratic Seminar

CLASS

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Discuss: The Socratic Seminar

Students write questions they would like to ask during the Socratic seminar and then participate in a Socratic seminar.

20 MIN

Card 1 Instructional Guide

Card 1: Students write questions they would like to ask during the Socratic seminar. Card 2: Students participate in a Socratic seminar. Card 3: Sentence starters are provided for students to use during the Socratic seminar.

Activity on Card - INDIVIDUAL

Instruct students that they should write 2 open-ended questions to ask during the seminar.

Remind students that their questions should be:

- open-ended
- thought-provoking (making people think seriously about something)
- easy to understand

Card 2 Instructional Guide

Card 1: Students write questions they would like to ask during the Socratic seminar. *Card 2: Students participate in a Socratic seminar.* Card 3: Sentence starters are provided for students to use during the Socratic seminar.



Conduct the Socratic Seminar - WHOLE CLASS

Pose the first guided question (or ask for a volunteer to pose a question) and allow a discussion to ensue. Be mindful of keeping the discussion on topic; ask a new question(or invite a volunteer to ask a question) when the discussion seems to have faded or digressed.

You may ask simple questions, such as "What did you think of...?" and "What did you find interesting?" to focus the discussion and challenge students to extract specific evidence or ask specific questions. This will also allow them time to reference their documents and notes.

Suggested Guiding Questions:

- What was the most significant achievement that occurred during the entire Space Race?
- What was the most serious mistake made during this time period?
- After reading and reviewing images for this Collection, what is the most interesting aspect of the Space Race to you?
- Who was the single most important person in the Space Race?
- Defend or condemn the use of animal subjects during the Space Race.
- Discuss the costs (animal life, human life; money; international relations) of the Space Race versus the eventual results and benefits. Was the Space Race worth the costs?
- How did the Space Race reflect gender roles in both Russian and American societies at that time?
- What has humankind gained as a result of the Space Race?
- How would the Space Race have been different if the United States and Soviets worked together, as opposed to against each other?
- Who won the Space Race?
- Do you support further space travel? Why or why not?
- Are there any current international "competitions" in today's society?
- What is another area/achievement that you think is worth "racing" for in today's society?

Allow students time to reflect and take notes on important discussion points throughout the seminar.

All students must participate in the seminar, either by posing a question or responding to a question. They may also do both.

WRITING PROMPT:

- 1. For each question asked during the seminar, write brief notes about the topic as each student speaks.
- 2. Then, write down thoughts, ideas, and additional questions you have about it.
- 3. Be prepared to share these thoughts and questions during the seminar.

Lesson 2 Activity 3

Click NEXT to see a list of sentence starters you can use.

Card 3 Instructional Guide

Card 1: Students write questions they would like to ask during the Socratic seminar. Card 2: Students participate in a Socratic seminar. *Card 3: Sentence starters are provided for students to use during the Socratic seminar.*







Review: Reflecting on the Seminar



Students reflect on key issues raised in the seminar and evaluate their use of the rules, procedures, and roles for discussion.

Card 1 Instructional Guide

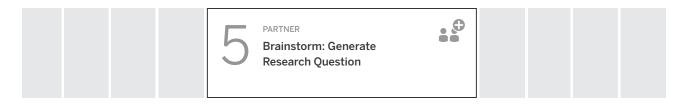
Activity on Card - INDIVIDUAL

After the seminar, have students review their notes.

Students should choose 3 or 4 topics or questions they would like to explore further.

5

MIN



Brainstorm: Generate Research Question

Students work in pairs to generate a research question based on today's seminar.

Card 1 Instructional Guide

Prepare for Activity- WHOLE CLASS

Pair up students and compare the topics that interest them. Ask them to choose one topic that they will both investigate further.

Together, pairs create one Space Race-related research question (based on their chosen topic) that they will research together.

 \mathbf{Q}

Research questions should be open ended. They often begin with "how" or "why." And the conclusions you make should be arguable or open to debate.

- Example of a good research question: "What was Yuri Gagarin's contribution to The Space Race?"
- Example of a poor research question: "Where was Yuri Gagarin born?"

Activity on Card - PARTNERS

Circulate and guide students who are having difficulty generating a new question.

Card 2 Instructional Guide

Prepare for Activity- WHOLE CLASS

Pair up students and compare the topics that interest them. Ask them to choose one topic that they will both investigate further.



Together, pairs create one Space Race-related research question (based on their chosen topic) that they will research together.

C

Research questions should be open ended. They often begin with "how" or "why." And the conclusions you make should be arguable or open to debate.

- Example of a good research question: "What was Yuri Gagarin's contribution to The Space Race?"
- Example of a poor research question: "Where was Yuri Gagarin born?"

Activity on Card - PARTNERS

Circulate and guide students who are having difficulty generating a new question.

Lesson 2 Activity 6

MIN



Select Text: Conduct Research

Students work in pairs to research their student-generated questions.

Card 1 Instructional Guide

Activity on Card - INDIVIDUAL

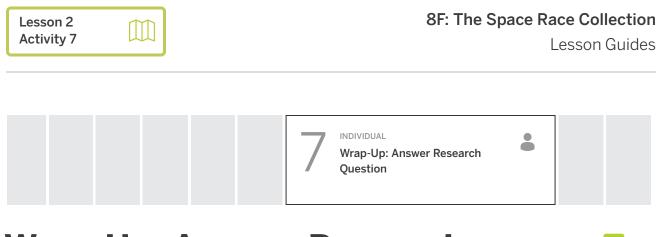
Students search the Internet to find the answers to their new questions.

Circulate to make sure students are using credible research sources.

Card 2 Instructional Guide

Students search the Internet to find the answers to their new questions.

Circulate to make sure students are using credible research sources.



Wrap-Up: Answer Research Question



Students submit responses to their research questions.

Card 1 Instructional Guide

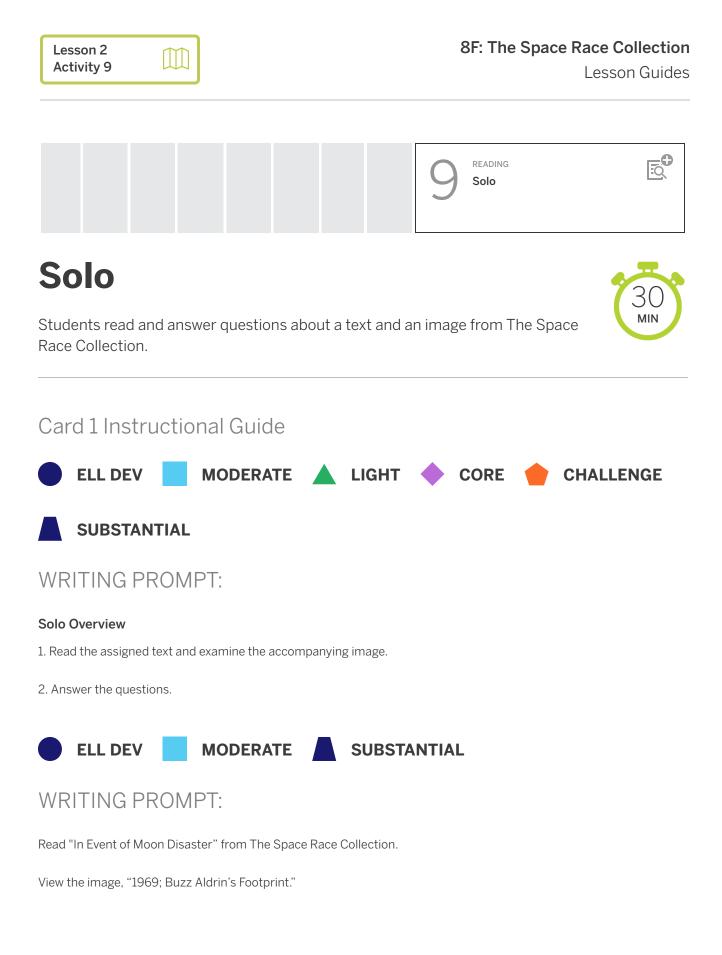
Activity on Card - INDIVIDUAL



Exit Ticket

Students build on ideas brought up in class discussion or class notes (speaking and listening) in a short written response.







WRITING PROMPT:

Read "In Event of Moon Disaster" from The Space Race Collection.

View the image, "1969; Buzz Aldrin's Footprint."



Lesson 3 Discuss: Internet Research



Overview

In this lesson, students select topics related to the Space Race that they would like to know more about. They work independently to construct effective research questions, then venture off to search the Internet for reliable sources that will provide the information they need to answer their questions.

Connections to Other Lessons:

This lesson relates to the essay sequence as it provides students with time to practice their sourcing and close reading skills, both important for the success of the essay sequence.

Lesson 3

Lesson at a Glance

| | Vocabulary Activities | VOCABULARY |
|---|---|------------|
| 2 | Present: Independent Research (5 min) Students identify a topic from a specific text or image in The Space Race Collection that they would like to research further. | CLASS |
| 3 | Discuss: Evaluate Research Topics (5 min) Students answer a question to demonstrate understanding of open-ended vs. focused questions, and how a research question might to be revised to make it more focused. | PARTNER |
| 4 | Review: Evaluate Internet Sources (8 min) Students evaluate Internet sources to determine credibility. | INDIVIDUAL |
| 5 | Select Text: Research Internet Sources (10 min) Students look for credible, unbiased Internet sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose. | INDIVIDUAL |
| 6 | Write: Answer Your Question with Relevant Content (10 min) Students use the relevant Internet sources they selected and analyzed to examine and convey an answer to the research question they generated. | WRITING |



Lesson Guides

7

Share: Writing (5 min) Students share their writing.



Exit Ticket: Refocusing a Question (3 min)

Students explain how and why they refocused, or chose not to refocus, their inquiry during the research process.





8

Solo (30 min)

Students compare and contrast two texts from The Space Race Collection and answer questions to check their understanding of the two texts.



Preparation

Identify an astronomy website for students to use to assess credibility of the website. This can be a credible or not credible website depending on what you want your students to notice about the website.

Exit Ticket

In Activity 8, students explain how and why they refocused, or chose not to refocus, their inquiry during the research process.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

WORDS TO USE

- Insignia
- Ascent
- Disengaged
- Perishing

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Space Race Collection 22 - Preface from "Flight: My Life in Mission Control"

Space Race Collection 13 - First to Fly



sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.9

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

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Present: Independent Research

If students need help selecting a question to research, prompt them to choose from the displayed class list.

Activity 5, Select Text: Research Internet Sources

You may choose to review the criteria for website source credibility with the Source Credibility Checklist and the criteria for source relevance with Selecting Relevant Resources before searching for sources on the Internet.

+ Activity 6, Write: Answer Your Question

Assign students to the level of support that matches their needs.

♦ Core

Students write one or two paragraphs, providing key information they discovered about their topic and including framed quotes from at least two sources.

Pentagon Challenge

This alternate Writing Prompt instructs students to compare and contrast the ways in which their sources present their topic.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

♦ Core

Students compare and contrast two texts from The Space Race Collection and answer questions to check their understanding of the two texts.

∎● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.



| VOCABULARY Vocabulary Activities | V | | | | |
|-------------------------------------|---|--|--|--|--|
|-------------------------------------|---|--|--|--|--|

Vocabulary Activities

CLASS

Research

Present: Independent

Lesson 3 Activity 2

5 MIN

Present: Independent Research

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Students identify a topic from a specific text or image in The Space Race Collection that they would like to research further.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

Tell students that they will be conducting independent Internet research on the Space Race.

2. Activity on Card - INDIVIDUAL

Circulate among students to check that they are generating questions that provide a good research experience (not too general, not too specific).

3. Share Responses: Select and Discuss - WHOLE CLASS

Display examples of good student-generated questions.



Discuss: Evaluate Research Topics

Discuss: Evaluate Research



Students answer a question to demonstrate understanding of open-ended vs. focused questions, and how a research question might to be revised to make it more focused.

Card 1 Instructional Guide

Card 1: Students look at a sample research question and discuss how the question gets revised from open-ended to focused.

Card 2: Students select a revised version that is more focused.

PARTNER

Topics

1. Activities on Card – PAIRS

2. Discuss Revised Research Question - WHOLE CLASS

Lead students in a discussion of their answers to the questions, focusing on the difference between open-ended and focused research questions, and ways in which questions can be focused.

Use examples to guide students in understanding that it is easier to assess whether or not research information is relevant with a focused question than an open-ended one.

Why do you think the student was feeling overwhelmed? What could be one problem with this research question? (*The question is too open-ended and such a wide topic could not be addressed in one research paper.*)



How might the question change?

(The student could make the question more focused in two ways: 1) focusing on a specific way animals are used for scientific purposes (for space exploration) and 2) focusing on a specific time period, such as the 1950s-1960s.)

How might having a more focused research question help make the student's research easier? (When a question is more focused it is easier to find information and be able to tell whether it is relevant to the topic.)

Lesson 3 Activity 3

WRITING PROMPT:

1. With a partner, review the student's problem below. Discuss possible solutions, then answer the questions together:

A student plans on writing a research paper on the use of animals in scientific studies. The student begins with the research question shown (Research Question A).

Research Question A: Is it necessary for scientists to experiment on animals?

The student begins his or her research, and is soon overwhelmed by the amount of information available on the use of animals in scientific experiments.

WRITING PROMPT:

2. With your partner, look at this revised version of the research question, and answer the questions that follow.

Revised Research Question A: What role did animals play in the space program in the 1950s and 1960s?

Card 2 Instructional Guide

Card 1: Students look at a sample research question and discuss how the question gets revised from open-ended to focused.

Card 2: Students select a revised version that is more focused.

WRITING PROMPT:

1. Look at the next example of a student research question:

Research Question B: What important knowledge about the solar system was gained through the space program?





Review: Evaluate Internet Sources



Students evaluate Internet sources to determine credibility.

Card 1 Instructional Guide

Remind students that they will be reviewing source credibility before they begin gathering information to answer their research question.

Direct students to an astronomy website, asking them to note what stands out to them about the site (visually and otherwise).

If time allows, ask them to consider whether or not they would use this site to answer their research question.

Suggestions: Show a variety of examples, focusing on those ending in .com, as students tend to be most familiar with this domain.

Card 2 Instructional Guide

Students answer questions about website domain names.

Lesson 3 Activity 5

Select Text: Research Internet Sources

Students look for credible, unbiased Internet sources to help them answer their self-selected questions by considering the credibility, target audience, and purpose.

Card 1 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

WRITING PROMPT:

Directions

Enter your search into the search bar. How did you decide on this phrase?

Look for two or three credible, relevant Internet sources that will help you answer your question. Ask the following questions as you review the websites.

Card 2 Instructional Guide

Cards 1–3: Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.



Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.

Card 3 Instructional Guide

Cards 1–*3*: *Students evaluate potential Internet sources by considering the purpose, target audience, and credibility. Then they select text from an appropriate source to help answer their self-selected question.*

Activity on Card - INDIVIDUAL

Circulate among students to check that they are listing credible, relevant sources.



Write: Answer Your Question with Relevant Content



Students use the relevant Internet sources they selected and analyzed to examine and convey an answer to the research question they generated.

Card 1 Instructional Guide

Instruct students to search the Internet for to select and analyze relevant content that answers their research questions.

Circulate and help students as needed.



ON TRACK

Students citing evidence and explaining how it answers their question.

Point to a place where the student added an explanation of the evidence they chose. Show them how their explanation really helped you understand how the evidence answers their research question.

NEEDS SUPPORT

Students not explaining what their evidence shows about their research question.

Point out a piece of evidence and ask, "What does this show you about your research question?" Explain to students that they need to add that explanation to support their ideas and make their research clear to the reader.

NEEDS SUPPORT

Students not citing evidence to answer their research question.



Right here you are explaining the answer to your research question, but you never show where you found that information. Find a quote that answers your question and add it in here to support your ideas.



WRITING PROMPT:

1. Write one or two paragraphs.

2. State your research question as a claim at the beginning of the first paragraph.

3. Include relevant evidence that you selected and analyzed from your sources that conveys an answer to your research question.

- Show how the evidence supports your research question.
- Use framed quotes from at least two of your sources.

Card 2 Instructional Guide



WRITING PROMPT:

1. Write one or two paragraphs.

2. State your research question as a claim at the beginning of the first paragraph.

3. Include relevant evidence that you selected and analyzed from your sources that conveys an answer to your research question.

- Show how the evidence supports your research question.
- Use framed quotes from at least two of your sources.

Lesson 3 Activity 7



Students share their writing.

5 MIN

Card 1 Instructional Guide

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Who discovered something really interesting or surprising?

Call on as many students as possible to share.

NOTE: If students complete research and writing before the end of class, invite them to choose another text or image from the Collection to research.

WRITING PROMPT:

If you'd like to share what you've written, raise your hand. If your teacher calls on you to share, go to the next screen to find your writing.

If you'd like to respond to a classmate's writing, raise your hand.

Card 2 Instructional Guide

WRITING PROMPT:

Raise your hand to share what you have written.

Original Writing Prompt

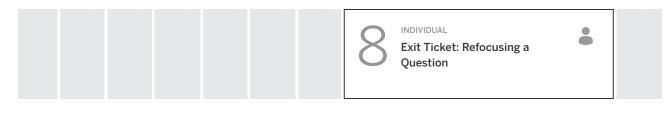
- 1. Write one or two paragraphs.
- 2. State your research question as a claim at the beginning of the first paragraph.
- 3. Include evidence from your sources.



- a. Show how the evidence supports your research question.
- b. Use framed quotes from at least two of your sources.

3

MIN



Exit Ticket: Refocusing a Question

Students explain how and why they refocused, or chose not to refocus, their inquiry during the research process.

| Lesson 3 Activity 9 | | | | 8F: The Space | Race Collection Lesson Guides |
|--|---|----------------------|----------|------------------------------|----------------------------------|
| | | | | Solo | • |
| - | pare and contrast ons to check their | | - | Race Collection and exts. | 30 MIN |
| Card 1 Inst | ructional Gu | | LIGHT ┥ | CORE 🌰 C | CHALLENGE |
| SUBSTA | NTIAL | | | | |
| WRITING F | PROMPT: | | | | |
| Solo Overview 1. Read the assigned | ed texts. | | | | |
| 2. Answer the que | | | | | |
| ELL DE | / MODE | RATE | SUBSTANT | IAL | |
| WRITING F | PROMPT: | | | | |
| Read the excerpt f | rom "First to Fly" fror | m Into That Silent S | Sea. | | |
| LIGHT | | CHALLE | NGE | | |

Lesson 3 Activity 9

WRITING PROMPT:

The text for "First to Fly" is here. To see paragraphs 8-20 from the Preface from *Flight: My Life in Mission Control*, open the text in the library or navigate back to Card 2.



Lesson 4 Flex Day 4

Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

Vocabulary

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

Grammar Practice

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

• Fluency: Rate

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

Fluency: Expression

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

Revision Assignment

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

Close Reading and Discussion

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

• Write: Analyze One Text

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Write: Connect Two Texts

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Lesson 4

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• Work Visually: Key Ideas and Details

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Craft and Structure

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

• Work Visually: Integration of Knowledge and Ideas

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

Solo

Students should complete the Solo assignment just as they would in any other lesson.

Lesson at a Glance



2

3

| Vocabulary Activities | Vocabulary |
|---|------------|
| Grammar Practice Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from <i>Mastering Conventions</i> . | INDIVIDUAL |
| Fluency: Rate (10 min) Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency. | PARTNER |
| Fluency: Expression (10 min) Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency. | PARTNER |



Revision Assignment (15 min) Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



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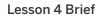
READING



Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

| 3F: The ₋esson (| Space Race Collection Guides | Lesson 4 | | |
|----------------------------|---|------------|--|--|
| 7 | Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text. | WRITING | | |
| 8 | Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts. | WRITING | | |
| 9 | Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text. | READING | | |
| 10 | Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage. | READING | | |
| 11 | Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired). | READING | | |
| 12 | Solo (25 min) Students have time for independent reading. Let them know that this activity is not optional. | INDIVIDUAL | | |





Preparation

- 1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
- 2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
- 3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4

MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Space Race Collection 1 - The Space Race: An Introduction

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment – Grammar

Informational Writing Prompts: One Text

Informational Writing Prompts: Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

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

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

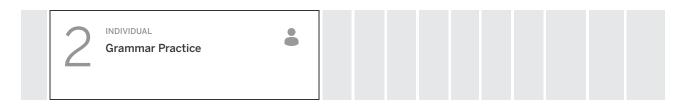
CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

| VOCABULARY Vocabulary Activities | V | | | | | | |
|-------------------------------------|---|--|--|--|--|--|--|
|-------------------------------------|---|--|--|--|--|--|--|

Vocabulary Activities





Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
 OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.

| 3 PARTNER Fluency: Rate | 4 8 | | | | |
|----------------------------|-----|--|--|--|--|
|----------------------------|-----|--|--|--|--|

Fluency: Rate

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

- 1. Listen to the audio and follow along in the passage.
- 2. Highlight words that are new to you.
- 3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. *Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.* Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

- 1. Partner A: Read aloud. Partner B: Complete the activities below to track your partner's reading.
- 2. Partner B: Read aloud. Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

- 1. Partner A: Read aloud. Partner B: Complete the activities below to track your partner's reading.
- 2. Partner B: Read aloud. Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

- Partner A: Read aloud.
 Partner B: Complete the activities below to track your partner's reading.
- Partner B: Read aloud.
 Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. *Card 5: Students compare their own data to see their progress in reading fluently.* Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from their own previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice. Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy. Card 5: Students compare their own data to see their progress in reading fluently. *Card 6: Students reflect on how their rate and accuracy changed after 3 readings.*

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.

Fluency: Expression

PARTNER

Fluency: Expression

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - INDIVIDUAL

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. *Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.*Card 3: Students select important words to emphasize, and read aloud to practice their expression.
Card 4: Students read the rubric to prepare to score their partner's reading.
Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. *Card 3: Students select important words to emphasize, and read aloud to practice their expression.* Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.

2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.

3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - WHOLE CLASS

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio. Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation. Card 3: Students select important words to emphasize, and read aloud to practice their expression. Card 4: Students read the rubric to prepare to score their partner's reading. *Card 5: Students read aloud and score their partner on phrasing and expression.*

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.







Revision Assignment

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.

Revision Assignment: Focus (in Response to Text)

- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
- 4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. *Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.* Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence.** When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



- 1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
- 2. Copy and paste your writing below.
- 3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
- 4. In the text, identify two more text details that connect to your idea.
- 5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment. Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment. *Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.*

1. Direct Students to the Writing Assignment They Will Revise - WHOLE CLASS

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - INDIVIDUAL

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine.** When you are done, click HAND IN.

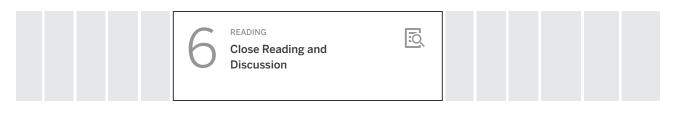
Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).

- 2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
- 3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
- 4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
- Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim]_ because _[summary of reasons]_.





Close Reading and Discussion

Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer. Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - WHOLE CLASS

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - WHOLE CLASS or GROUP

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.

- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - INDIVIDUAL

4. Pair Students - WHOLE CLASS

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).

WRITING PROMPT:

Directions

Find and read the passage your teacher assigns. Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides. Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

| Peer Discussion Guidelines |
|--|
| Share The answer I chose was |
| Explain I think my answer is correct because of from the text. |
| There were a couple of examples from the text that gave me my answer. One example is |
| I think this is the answer because |
| Comment You have an interesting point. What more can you tell me about? |
| I didn't think of it that way. Can you explain? |
| Where in the text did you see? |
| |

WRITING PROMPT:

- 1. Explain to your partner why you chose the answer you did.
- 2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer. *Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.*

1. Activity on Card - PAIRS

2. Project and Discuss Poll Results (Optional) - WHOLE CLASS or GROUP

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



Write: Analyze One Text

Students create a new piece of writing analyzing one text.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

| Analyze One Text | | | | | |
|--|---|--|--|--|--|
| Literary Writing Prompts | | | | | |
| Key Ideas and Details | Integration of Knowledge and Ideas | | | | |
| What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text. | 5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in | | | | |
| Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together. | this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices. | | | | |
| Craft and Structure | Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with | | | | |
| Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. | the language, but keep the main ideas and details th same. | | | | |
| Support your explanation with key details from the text. | Other | | | | |
| Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view. | 7. Respond to the prompt your teacher provides. | | | | |





Analyze One Text Informational Writing Prompts Key Ideas and Details Integration of Knowledge and Ideas What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways 5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? the writer develops this idea. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Explain how details in the text support your choice 6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument. Support your idea with evidence from the text. Craft and Structure Other 3. Choose what you think is the most important sentence, 7. Respond to the prompt your teacher provides. paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text. 4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

WRITING PROMPT:

If you are writing about *Space Race Collection*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text. *Card 2: The core text is available here if students are writing about it.*



Write: Connect Two Texts

Students create a new piece of writing connecting two texts.



Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts. Card 2: The core text is available here if students are writing about it.

1. Activity on Card - INDIVIDUAL

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

- Write about one way the main character of one text is similar to and different from the main character of the other text.
- 2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

- 3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
- 4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

- 5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
- If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

 With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

 Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

- After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.
- 4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

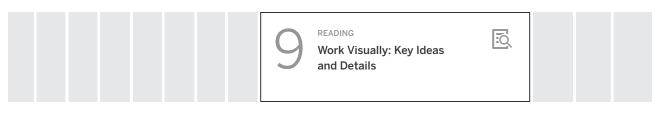
5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Space Race Collection*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts. *Card 2: The core text is available here if students are writing about it.*



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete this card. If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - WHOLE CLASS (optional)

Post the main idea response from 2 pairs with different responses. Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Highlight 3–5 sentences and phrases that help you understand the passage.
- 3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
- 4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage. *Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.*

1. Select Activity - WHOLE CLASS

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - INDIVIDUAL

4. Share and Discuss Results - PAIR (optional)

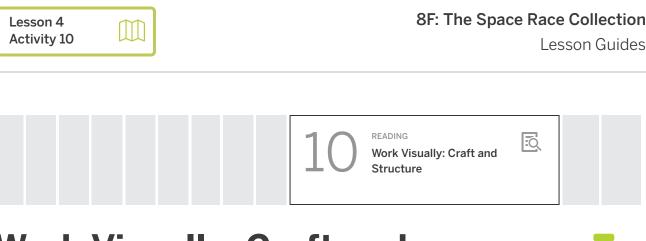
Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 3. Reread to find another moment that feels related.

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- 4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
- 5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - WHOLE CLASS

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - INDIVIDUAL

4. Compare and Discuss Paraphrases - PAIRS

5. Share and Discuss Results - WHOLE CLASS (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

Directions

- 1. Read the passage your teacher assigns.
- 2. Copy the portion your teacher asks you to paraphrase under "Original Text."
- 3. Paraphrase the passage under "Paraphrase 1."
- 4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
- 5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's. *Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.*

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

- 1. Read the passage your teacher assigns.
- 2. Summarize what the writer is writing about in 1–3 sentences.





- 3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
- 4. Review your list of words and write the feelings and ideas that they bring to mind.
- 5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - WHOLE CLASS

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - PAIRS

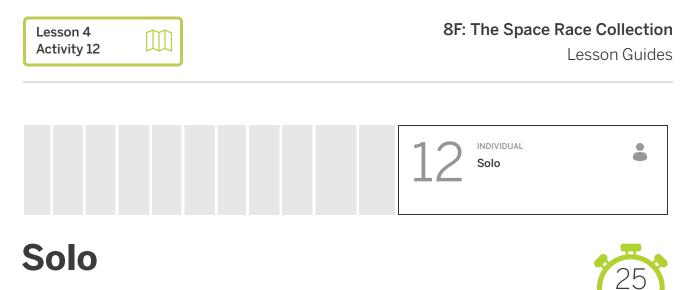
Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

- 1. Read the texts your teacher assigns.
- 2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
- 3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



MIN

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

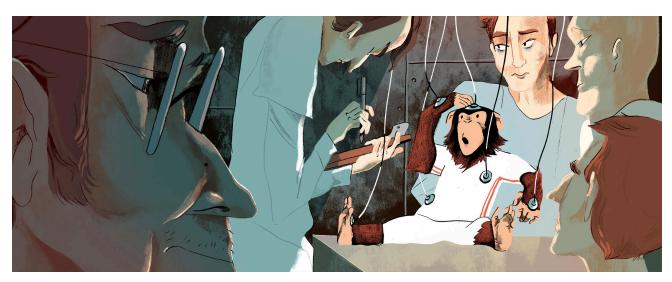
The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

- 1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
- 2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
- 3. Fill in your answers, at right, and hand them in.



Sub-unit 5 Write an Essay



Lesson 1 Gathering Evidence

Overview

In this lesson, students choose the topic for their essay and begin to research. They choose between two options:

- An argumentative essay: It was wrong to use animals as test subjects
- An informative essay: The three greatest achievement in the Space Race

After they have made their selection, they begin exploring texts in the Collection, then searching for additional information on the Internet. They use the information literacy skills they have been practicing throughout the unit to analyze sources for reliability.

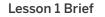
Students assess their progress at the end of the lesson to determine, with your help, whether they have enough information to start their essays in the next lesson. If needed, they will be assigned a Solo to complete their research.

Connections to Other Lessons:

Students gather research materials in this lesson. The information they gather will be used in subsequent lessons as they construct their essays. Each of the lessons in this sequence relates to the others as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 1

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 Present: Research Project Options and Calendar (7 min) 7 2 Students are introduced to the research project and its options. CLASS Select: Research Option (3 min) 3 Students select a research option. INDIVIDUAL Work Visually: Conduct Your Research (30 min) 4 Students research both the Collection and the Internet for information about INDIVIDUAL their selected topics. Wrap-Up: Status Questions (5 min) 7 5 Students prepare to write in the next lesson. CLASS **Solo** (15 min) 6 Students continue to research their topics. INDIVIDUAL





Preparation

1. Prepare for students to use the Internet while working on their research.

2. Please review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized through the essay writing process of this unit. After students finish writing their essays, you will use this rubric to assess each essay.

3. Print the Essay Graphic Organizer PDF and The Space Race Collection Essay Sentence Starters PDF for students who would benefit from these supports.

Note: It is recommended that you cover the Information Literacy Lessons with your class prior to beginning this research project.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.1.B

WORDS TO USE

- Propose
- Outskirts
- Undertaken
- Dynamics

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Grade 8 Essay Rubric

Essay Graphic Organizer

Sentence Starters

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Space Race Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 2, Present: Research Project Options and Calendar

Students who need an extra challenge should be encouraged to create their own research question for this project.



Activity 3, Select: Research Option

Students who struggle with organizing their thoughts in writing should be encouraged to complete Option 2 for the Research Project.

Activity 4, Work Visually: Conduct Your Research

Check in with students who struggle with research or have executive function disorder at the beginning to assist them with starting the chart and understanding where to find their information. You may choose to complete one row of the chart with them to model how to do this.

|--|

Vocabulary Activities





Present: Research Project Options and Calendar



Students are introduced to the research project and its options.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay.

Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from the Space Race Collection. Their essays will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they have been conducting Internet research at various points during the Space Race unit. They will use the skills they've been practicing to conduct research for their paper.

Note: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.

Lesson 1 Activity 2

WRITING PROMPT:

Read along as Research Option 1 is read aloud.

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

WRITING PROMPT:

Read along as Research Option 2 is read aloud.



Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

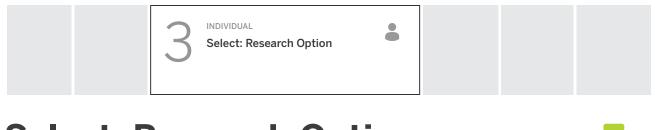
Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

| An introduc | tion to the essay that includes: |
|--------------------------------|---|
| A lead | |
| Relevant | t background or context of the topic and the texts |
| • A stater | nent of the claim |
| Body parag | raphs to develop the reasoning and evidence. Each includes: |
| Specific | textual evidence that supports the claim |
| Descrip | tion of the key parts of your evidence |
| Clear ex | planation of how this evidence supports the claim |
| In-text of | itations |
| A conclusio | n that wraps up the ideas about the claim. It includes: |
| A restat | ement of the claim |
| • A final t | nought |
| A Works Cit | ed page |
| Source | nformation for Collections texts, web, and print |

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to preview the work students will complete in today's lesson.

Lesson 1 Activity 3



Select: Research Option

Students select a research option.



Card 1 Instructional Guide

Both informational and argumentative essays require a claim to be made in the first paragraph, so once you have chosen your research question, you should not change your topic—or you will have to do a lot of rewriting.

Allow students a few minutes to review the research options and make their selections. Address any questions or concerns students have about the options before they decide.





Work Visually: Conduct Your Research



Students research both the Collection and the Internet for information about their selected topics.

Card 1 Instructional Guide

Tell students to review the Collection, then the Internet, and choose valid and relevant sources to use in their essays.

Tell students to stop and fill out the chart below when they have found a valid source with useful information for their essays.

5 MIN

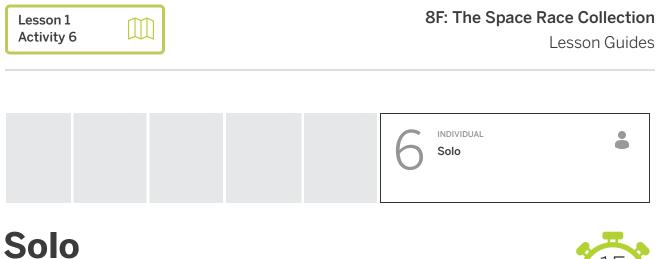


Wrap-Up: Status Questions

Students prepare to write in the next lesson.

Card 1 Instructional Guide

Check students' status regarding their research to see if they are ready to begin writing in the next lesson. If any students are not ready to start writing, assign the Solo at the end of this lesson.



Students continue to research their topics.



Card 1 Instructional Guide

If necessary, tell students to continue researching their topics.

WRITING PROMPT:

If you don't have enough information for your essay, continue researching until you are confident that you are ready to start writing your essay. Add any new sources you find to the chart you used in the **Work Visually: Conduct Your Research** activity in this lesson, then resubmit your chart when you are done.

Lesson 2

Making a Claim and Writing a Body Paragraph



Overview

Today's lesson focuses on writing a claim and supporting that claim with textual evidence. Students work in pairs to deconstruct the Space Race sample essay, beginning with highlighting claims and evidence. The Elements of a Research Essay are discussed, and students begin to see that this essay will be similar to the essays they wrote in other units earlier in the year.

Students write their claims and work on their body paragraphs, keeping track of where in-text citations will be inserted during a later lesson.

NOTE: Amplify uses the term "claim" consistently in all essay assignments rather than alternating between "claim," "thesis statement," and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.

Connections to Other Lessons:

Each of the lessons in this sequence relates to the others as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 2

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **OPT: Review Research Options and Calendar** (5 min) 77 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Select Text: Evidence and Transitions (5 min) Ă 3 Students look at body paragraphs in a sample essay to find sentences in INDIVIDUAL which the writer describes and explains evidence and makes transitions between paragraphs. Share: Reviewing Evidence and Transitions (10 min) ** Students share sentences they identified as describing or explaining a piece 4 PARTNER of textual evidence and making a transition between paragraphs. Write: Body Paragraphs (20 min) 5 Students write a claim and begin their body paragraphs for their essays. WRITING Share: Writing (5 min) 7 6 Students share their writing. CLASS **Solo** (20 min) Students add more to their body paragraph(s) for their essay. 7 INDIVIDUAL





Preparation

1. Plan to put students in pairs for part of this lesson.

2. Write the claim statement for the sample research essay on the board: "There are huge issues with their plan that should stop anyone considering the adventure of settling on Mars in the next few years."

3. Print the Essay Graphic Organizer PDF and The Space Race Collection Essay Sentence Starters PDF for students who would benefit from these supports.

Note: Students should have completed the Information Literacy lessons before starting this Internet research project.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WORDS TO USE

- Trajectories
- Significance
- Dismantle
- Painstaking

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Sample Essay: Humans on Mars? 1 - Sample Essay: Humans on Mars?

Elements of a Research Essay

Sample Essay with Highlighted Transitions and Evidence

Essay graphic organizer

Sentence Starters

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Space Race Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Share: Reviewing Evidence and Transitions

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.



Activity 5, Write: Claims and Body Paragraphs

Use the over-the-shoulder conference guides to support students' individual needs. Card 3: Students who struggle to get started with multi-step tasks may feel overwhelmed at the amount of steps in this task. Explain that they are responsible to complete number 1 and number 2 only. Remind them that number 2 is just showing them how to reference the text they use, but isn't really a separate task.

| VOCABULARY Vocabulary Activities | V | | | | | |
|-------------------------------------|---|--|--|--|--|--|
|-------------------------------------|---|--|--|--|--|--|

Vocabulary Activities





OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from the Space Race Collection. Their essays will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they have been conducting Internet research at various points during the Space Race unit. They will use the skills they've been practicing to conduct research for their paper.

Note: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.

Lesson 2 Activity 2

WRITING PROMPT:

Read along as Research Option 1 is read aloud.

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

WRITING PROMPT:

Read along as Research Option 2 is read aloud.





Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

| ad evant background or context of the topic and the texts |
|---|
| event background or context of the tonic and the texts |
| stant background or context of the topic and the texts |
| atement of the claim |
| aragraphs to develop the reasoning and evidence. Each includes: |
| ecific textual evidence that supports the claim |
| cription of the key parts of your evidence |
| ar explanation of how this evidence supports the claim |
| ext citations |
| usion that wraps up the ideas about the claim. It includes: |
| estatement of the claim |
| nal thought |
| s Cited page |
| |
| |

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.

Lesson 2 Activity 3

Select Text: Evidence and Transitions

| | Д | |
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| | MIN | |
| | | |

Students look at body paragraphs in a sample essay to find sentences in which the writer describes and explains evidence and makes transitions between paragraphs.

Card 1 Instructional Guide

Write the claim from the sample essay on the board: There are huge issues with their plan that should stop anyone considering the adventure of settling on Mars in the next few years.

Today you're going to use the evidence from your research to write 2 body paragraphs for your essay. To do that, you first need to decide on the claim you will make for your essay. To help with this process, we're going to read this sample claim and a sample research essay written about it.

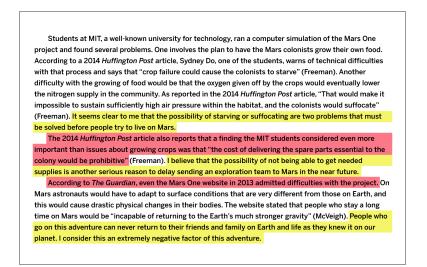
Read aloud the sample claim you wrote on the board. Have a student(s) read aloud the sample research essay.

- When you write your body paragraphs, you should focus on only one general idea for each paragraph.
- You also need to describe and explain how the textual evidence you chose in the last lesson supports your claim.
- Remember to write a transition sentence at the start of the second paragraph to connect the 2 paragraphs.
- Let's take a look at how this was done in the sample essay.



Have students complete the highlighting activity. They will share their highlights with a partner in the next activity.

Possible Correct Responses:

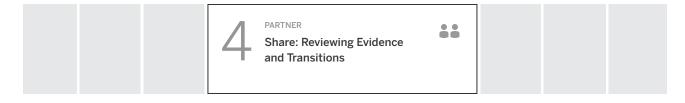


WRITING PROMPT:

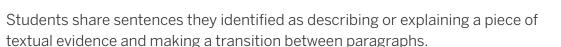
- 1. Highlight the sentences in the three body paragraphs where the writer describes and explains the textual evidence.
- 2. In another color, highlight the transition sentences that show how the body paragraphs relate to each other.

Lesson 2 Activity 4

MIN



Share: Reviewing Evidence and Transitions



Card 1 Instructional Guide

1. Group Students - WHOLE CLASS

Arrange students in pairs.

2. Activity on Card - PAIRS

3. Share and Discuss Responses - WHOLE CLASS

Ask volunteers to share the sentences they identified with the whole class.

DISCUSSION POINTS

- How does this sentence describe what the writer noticed about the textual evidence?
- How does this sentence help explain the quote to the reader?
- How does this sentence connect back to the claim?
- How does this sentence show a transition from one body paragraph to another?

WRITING PROMPT:

With a partner, share the sentences you identified in the previous activity that...

- describe and explain the textual evidence.
- make transitions between body paragraphs.





Write: Body Paragraphs

Students write a claim and begin their body paragraphs for their essays.

Card 1 Instructional Guide

Raise your hand if...

- you have at least 2 convincing pieces of evidence you can write about.
- you can think of a clear way your evidence supports the point you are making.
- you can think of a way to describe key parts of your evidence.

Card 2 Instructional Guide

Now you're going to write a claim for your essay. A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. Think about your research for your chosen topic. State your main point about what the evidence in your research showed you.

Answer any questions students may have, including showing them how to navigate to My Work to see their Evidence Chart from the previous lesson, in the **Work Visually: Conduct Your Research** activity. Then get them writing as quickly as possible.

NOTE: Amplify uses the term "claim" consistently in all essay assignments rather than alternating between "claim," "thesis statement," and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.

WRITING PROMPT:

Research Option 1: An Argumentative Essay

Was animal testing necessary during the Space Race?

Research Option 2: An Informative Essay

How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?

- 1. Go to My Work to review your Evidence Chart from the **Work Visually: Conduct Your Research** activity of the previous lesson.
- 2. What are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose.

Your claim statement should be written as a complete sentence and should make a clear point that can be supported by the evidence you have gathered.

Card 3 Instructional Guide

Eventually you will write 3 body paragraphs. Today you'll focus on the first one and begin the second one if you have time. Remember that you should focus on describing 1–2 key pieces of evidence in each paragraph and explaining how it supports your claim. If you finish the first body paragraph, you can begin another one to write about a second point you want to make.

Answer any questions students may have.



ON TRACK

Students explaining how their evidence supports their claim.



I like how you explain what Freeman wrote: that the possibility of starving or suffocating are two problems that must be solved before people try to live on Mars. That supports your claim that there are huge issues with the Mars One plan that should stop anyone considering the adventure of settling on Mars in the next few years.

NEEDS SUPPORT

Students choosing good evidence but not explaining how it supports the claim.



Remember, you need to explain the quote that "the cost of delivering the spare parts essential to the colony would be prohibitive" (3). Your explanation of this evidence is what will help convince your reader of your claim that there are huge issues with the Mars One plan that should stop anyone considering the adventure of settling on Mars in the next few years.

NEEDS SUPPORT

Students choosing evidence that is not specific enough.



Right here you quote 5 lines of text. When you include that much, your reader can't tell which part of the text struck you. Work on narrowing this quote down to include just the words or phrases that really help support your claim. I'll be back to see what you end up with.

WRITING PROMPT:

Research Option 1: An Argumentative Essay

Was animal testing necessary during the Space Race?

Research Option 2: An Informative Essay

How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?

- 1. Hit return a few times below your claim statement to start a new body paragraph. Write the first body paragraph for your essay. In your body paragraph, use 1–2 pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.
- 2. Any time you reference a text directly, mark the spot with the author's last name, like this (Smith). In a later lesson, you will come back to these spots to add proper in-text citations.
- 3. If you have time, begin your second body paragraph.
- 4. Remember to write a transition sentence to establish a connection between the body paragraphs. Your claim statement should be written as a complete sentence and should make a clear point that can be supported by the evidence you have gathered.



Share: Writing

Students share their writing.



Card 1 Instructional Guide

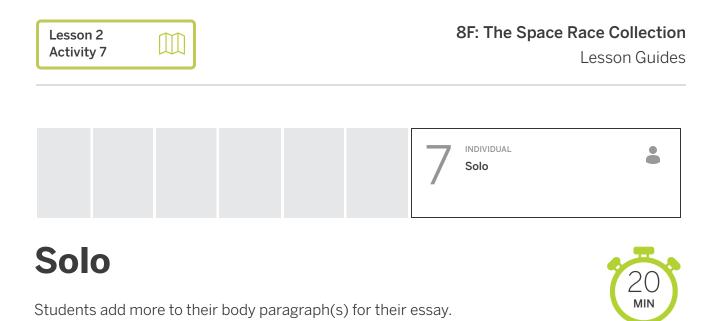
Who discovered something really interesting or surprising?

Call on as many students as possible to share.

Card 2 Instructional Guide

WRITING PROMPT:

Raise your hand to share what you have written.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your body paragraphs, go back to the activity called **Write: Body Paragraphs** to do that work.

Lesson 3

Writing a Body Paragraph and an Introduction



Overview

The first task in this lesson is student self-evaluation. Students assess their progress thus far and submit this information to you, allowing you to determine which students need extra attention as they finish work on their body paragraphs.

In the second part of the lesson, the Elements of an Introduction are discussed. Students take another look at the sample essay to deconstruct the introduction, determining the lead, context, and claim. They work on their introductions and reassess where they are in the development of their essays at the end of the unit.

Connections to Other Lessons:

Each of the lessons in this sequence relate to the others as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 3

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **OPT: Review Research Options and Calendar** (5 min) 77 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Self-Assess: Status Update (5 min) Ă 3 Have students check in about the progress of their essays. INDIVIDUAL Write: Finish Body Paragraphs (15 min) 4 Students should finish writing the 3 body paragraphs for their essays. WRITING Present: Elements of an Introduction (3 min) 7 5 Review the Elements of an Introduction with students. CLASS Select Text: The Sample Introduction (5 min) 7 6 Have students identify the elements of an introduction in the sample essay. CLASS

| Lesson 3 | | 8F: The Space Race Collection Lesson Guides |
|----------|--|---|
| 7 | Write: The Introduction (12 min) Students write their introductions. | WRITING |
| 8 | Wrap-Up: Poll (5 min) Students assess their progress. | CLASS |
| 9 | Solo (20 min) Students will polish their introductions. | INDIVIDUAL |

Preparation

Print the Essay Graphic Organizer PDF and The Space Race Collection Essay Sentence Starters PDF for students who would benefit from these supports.

Before Next Lesson

Before the next lesson, read your students' body paragraphs from this lesson and prepare 2–4 Spotlights using student writing and the Spotlight App.

- Each Spotlight should contain sentences where the student used specific evidence that supports his or her claim. Be sure to include the student's claim with the evidence.
- Correct the spelling, grammar, and punctuation in each Spotlight before you post them.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.1

WORDS TO USE

- Welding
- Gradual
- Transmissions
- Prompted

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Sample Essay: Humans on Mars? 1 - Sample Essay: Humans on Mars?

Elements of a Research Essay

Highlighted Sample Essay Introduction

Essay graphic organizer

Sentence Starters



Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

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A PDF of The Space Race Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Write: Finish Body Paragraphs

If students struggle with explaining evidence and how it supports their claim, have them focus on including only one piece of evidence with effective explanation, rather than 2 or more pieces that are not used effectively.

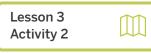
Strong writers should be encouraged to describe and explain 2 pieces of evidence in each body paragraph.

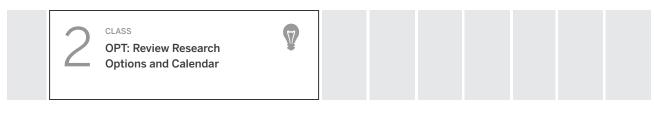
Activity 7, Write: The Introduction

Use the over-the-shoulder conference guides to support students' individual needs.

| VOCABULARY Vocabulary Activities | | | |
|-------------------------------------|--|--|--|
|-------------------------------------|--|--|--|

Vocabulary Activities





OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from the Space Race Collection. Their essays will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they have been conducting Internet research at various points during the Space Race unit. They will use the skills they've been practicing to conduct research for their paper.

Note: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.

Lesson 3 Activity 2

WRITING PROMPT:

Read along as Research Option 1 is read aloud.

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

WRITING PROMPT:

Read along as Research Option 2 is read aloud.



Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

| ad evant background or context of the topic and the texts |
|---|
| event background or context of the tonic and the texts |
| stant background or context of the topic and the texts |
| atement of the claim |
| aragraphs to develop the reasoning and evidence. Each includes: |
| ecific textual evidence that supports the claim |
| cription of the key parts of your evidence |
| ar explanation of how this evidence supports the claim |
| ext citations |
| usion that wraps up the ideas about the claim. It includes: |
| estatement of the claim |
| nal thought |
| s Cited page |
| |
| |

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.

Lesson 3 Activity 3

> 5 MIN

Self-Assess: Status Update

Self-Assess: Status Update

Have students check in about the progress of their essays.

INDIVIDUAL

Card 1 Instructional Guide

Have students complete the activity to self-monitor their progress on their essays. Make a note of students who reply "yes" to question 6 so you can give them extra attention during today's work period.



MIN



Write: Finish Body Paragraphs

Students should finish writing the 3 body paragraphs for their essays.

Card 1 Instructional Guide

In the last lesson, you worked on developing the first and possibly second body paragraphs of your essay by describing and explaining evidence to support your claim. Today you will write your second and third body paragraphs.

Review the elements of a body paragraph so students can make sure they have all of the components. Circulate and help students who need support.

NOTE: If students did not submit the Solo from the previous lesson, have them return to the Solo activity and select HAND IN before they proceed with this activity.

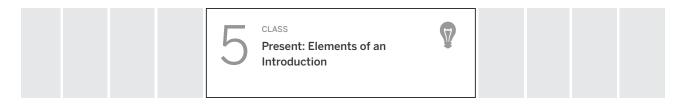
| ELEMENTS OF A RESEARCH ESSAY |
|--|
| An introduction to the essay that includes: A lead Relevant background or context of the topic and the texts A statement of the claim |
| Body paragraphs to develop the reasoning and evidence. Each includes: Specific textual evidence that supports the claim Description of the key parts of your evidence Clear explanation of how this evidence supports the claim In-text citations A conclusion that wraps up the ideas about the claim. It includes: A restatement of the claim A final thought A Works Cited page Source information for Collections texts, web, and print |
| |

WRITING PROMPT:

Reread your writing from the last lesson. Write the second and third body paragraphs for your essay.

In your body paragraphs, use 1–2 pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.





Present: Elements of an Introduction



Review the Elements of an Introduction with students.

Card 1 Instructional Guide

Above your body paragraphs, you will need a paragraph to introduce your essay. Here are the elements of a good introductory paragraph.

Review the Elements of an Introduction with students. Point out that the claim statement does not have to be the last sentence in the introduction.



Select Text: The Sample Introduction



Have students identify the elements of an introduction in the sample essay.

Card 1 Instructional Guide

Let's look for the elements of an introduction in the sample essay: lead, key background or context, and claim.

Ask students to highlight these elements in the sample research essay. Then call on volunteers to share what they highlighted. Ask students if they agree or disagree with the answer, and have them explain why.

Once students have identified the elements of the introduction correctly, project the introduction with the elements pre-highlighted so students can double-check their own answers.

| Do you like adventure | es? Would you like to travel to Mars? A company in the Netherlands caller | H Mara (|
|---------------------------|---|----------|
| | because they have a plan to start a community on Mars. However, in m | |
| here are huge issues with | h their plan that should stop anyone considering the adventure of settlin | g on Ma |
| n the next few years. | | |
| | | |
| | | |
| | Lead (blue) | |
| | Key background or context (pink) | |
| | Claim (yellow) | |
| | | |
| | | |
| | | |
| | | |

WRITING PROMPT:

Reread the introduction and highlight each of the following elements in the appropriate color:



- Lead (blue)
- Key background or context (green)
- The claim (yellow)

Lesson 3 Activity 7



Write: The Introduction

Students write their introductions.

Card 1 Instructional Guide

Now that you know the basic elements of an introduction and you've looked at a sample introduction, it's time to write your own.

Experiment and have fun writing an engaging opening line for your essay. Start by writing 2–3 different leads, and then select the one you like the best.

Card 2 Instructional Guide

Have students write the introduction.

Students should copy and paste their favorite lead from the previous screen to begin their introduction. For their claim statement, they can use the one that should be at the top of their body paragraphs, or they can write a new one.

Circulate to support struggling students.



ON TRACK

Students having fun experimenting with different lead techniques.

This is a striking question to ask: "Animal cruelty or space research?" I'd want to read more to learn about what happened. That's exactly what your lead should do: make your reader want to read on!

NEEDS SUPPORT

Students only writing their claims.



This is your claim, that it was not fair to send animals into space. In this activity, you are practicing writing a lead to tell your reader one thing about your topic that might get them interested. In one of your body paragraphs, you focused on the detail about the stress that Laika suffered before she died. Write 1–2 sentences to describe this, so you can hook your reader into wanting to read more!

NEEDS SUPPORT

Students writing a lead that is not connected to their essays.

This question you ask—how could scientists learn about space without using animals?—is great. Now try writing a lead that gets us interested in learning about how using animals was necessary to us learning about space.

NEEDS SUPPORT

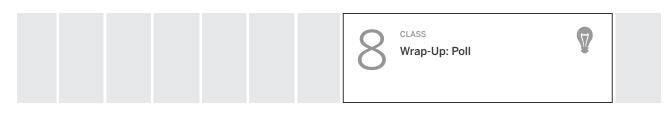
Students unsure how to begin.

What is one thing that surprised or shocked you about the Space Race? Let's try making that detail into a lead. It might sound surprising or shocking to read about __.

WRITING PROMPT:

Write the introduction above your body paragraphs by doing the following:

- 1. Copy and paste your favorite lead.
- 2. Write 1–2 sentences explaining the key background information or context to your reader.
- 3. End with your claim statement.



Wrap-Up: Poll

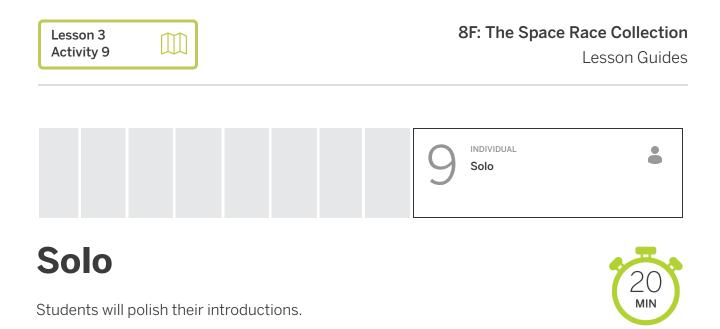
Students assess their progress.



Card 1 Instructional Guide

Students assess the work they did on their body paragraphs and introductions today.

Open up a general discussion by asking for comments or questions.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your introduction, return to the activity called **Write: The Introduction** to do that work.

Lesson 4

Revising and Writing a Conclusion



Overview

Today's lesson begins with a Spotlight projection that shows strong examples of supporting evidence for claims in student writing. After discussing the Spotlight examples as a class, students revise their body paragraphs with an eye on strengthening the evidence for their claims.

At about midway in the lesson, you will project and lead a whole class discussion on the Elements of a Conclusion. Students revisit the Space Race sample essay, highlighting the restatement of their claim and their final thought. Students work on their own conclusions and, at the end of the lesson, may volunteer to read their work aloud to the class.

Connections to Other Lessons:

Each of the lessons in this sequence relates to the others as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 4

Lesson at a Glance ACTIVITY **Vocabulary Activities** VOCABULARY 1 **OPT: Review Research Options and Calendar** (5 min) 77 2 Students review the research project options and the work they will do on CLASS the essay in this lesson. Revise: Identifying Places to Revise (9 min) Ă 3 Discuss Spotlights, then students identify places to revise their body INDIVIDUAL paragraphs. Revise: Body Paragraphs (8 min) -4 Students revise the body paragraphs of their essays. INDIVIDUAL Present: Elements of a Conclusion (3 min) 7 5 Present the Elements of a Conclusion to students. CLASS Select Text: Elements of a Conclusion (9 min) 6 Students identify the elements of a conclusion in the sample essay. Then, INDIVIDUAL students discuss the conclusion in relation to the claim statement.

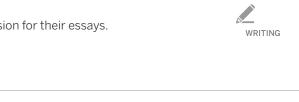
| Lesson 4 | |
|----------|--|
|----------|--|

Lesson Guides



Write: Conclusion for Essay (13 min)

Students write a few versions of a conclusion for their essays.





Share: Conclusion (3 min) Students share part of their conclusions with the class.



Preparation

1. Prepare to project 2–4 Spotlights that show where students provided strong evidence to support their claims.

2. Identify students who may struggle to identify two places in their writing where they could revise by adding or further explaining their evidence. Mark one place in their writing where they could do this work. They can also use this marking as a model to independently find the second place to revise.

3. Print the Essay Graphic Organizer PDF and The Space Race Collection Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.8.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the

Az WORDS TO USE

- Rendezvous
- Apogee
- Maneuvers
- Choreography

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Sample Essay: Humans on Mars? 1 - Sample Essay: Humans on Mars?

Sample Claim Statement and Conclusion

Essay graphic organizer

Sentence Starters



selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Space Race Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 3, Revise: Identifying Places to Revise

If students struggle to identify a place to revise in their own writing, highlight a spot for them to revise ahead of time or at the beginning of class.

Activity 7, Write: Conclusion for Essay

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

| VOCABULARY Vocabulary Activities | | | | |
|-------------------------------------|--|--|--|--|
|-------------------------------------|--|--|--|--|

Vocabulary Activities





OPT: Review Research Options and Calendar



Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from the Space Race Collection. Their essays will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they have been conducting Internet research at various points during the Space Race unit. They will use the skills they've been practicing to conduct research for their paper.

Note: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.

Lesson 4 Activity 2

WRITING PROMPT:

Read along as Research Option 1 is read aloud.

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

WRITING PROMPT:

Read along as Research Option 2 is read aloud.





Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

| An introduction t | the essay that includes: | |
|--|--|--|
| A lead | | |
| Relevant back | round or context of the topic and the texts | |
| A statement of | the claim | |
| Body paragraphs | o develop the reasoning and evidence. Each includes: | |
| Specific textu | l evidence that supports the claim | |
| Description or | he key parts of your evidence | |
| Clear explana | on of how this evidence supports the claim | |
| In-text citatio | \$ | |
| A conclusion that | wraps up the ideas about the claim. It includes: | |
| • A restatemen | of the claim | |
| A final though | | |
| A Works Cited pa | 2 | |
| Source inform | ation for Collections texts, web, and print | |
| A restatemen A final though | of the claim | |
| - | | |
| - | | |

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.

Revise: Identifying Places to Revise

Revise: Identifying Places

INDIVIDUAL

to Revise



Discuss Spotlights, then students identify places to revise their body paragraphs.

Card 1 Instructional Guide

1. Project Spotlights - WHOLE CLASS

Launch the Spotlight App and project the 2–4 Spotlights you prepared from student writing.

2. Discuss Spotlights - WHOLE CLASS

Call on students to read each Spotlight and talk about how the evidence in each supports the writer's claim.

3. Introduce Activity - WHOLE CLASS

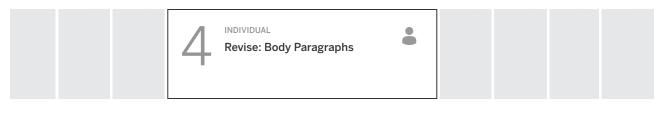
7 Today you are going to spend some time revising your body paragraphs. You will work on adding more explanation to your evidence, or adding new evidence to help support your claim.

Students reread their 3 body paragraphs, underlining places where they could add more evidence and develop their explanations.

WRITING PROMPT:

Underline two places in your body paragraphs to revise. One could be a place where you can add more evidence to support your claim, another could be a place where you can develop your evidence further in order to support your claim.





Revise: Body Paragraphs

Students revise the body paragraphs of their essays.



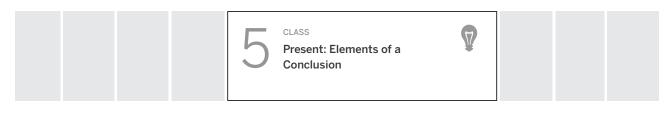
Card 1 Instructional Guide

Circulate to offer support to students who are in need of help as they revise their writing.

Remind students to respond to the poll when they are done with their writing.

WRITING PROMPT:

- 1. For each place you identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further. Then reread your body paragraph with the new sentences and revise the sentences so they connect clearly with one another. Do not delete your original sentences. Add the revised sentences after the original sentences.
- 2. When you are done, compare what you wrote before and after your revision.
- 3. Respond to the poll to show which version you think supports your claim most effectively.



Present: Elements of a Conclusion



Present the Elements of a Conclusion to students.

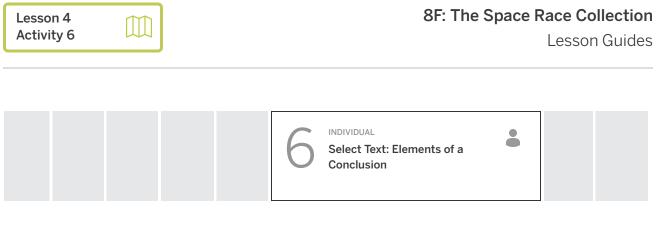
Card 1 Instructional Guide

You've worked hard on the introduction and body paragraphs of your essay. Today you'll write the last piece of your essay—the conclusion.

Present the Elements of a Conclusion to students, and read them aloud.

When you restate your claim, go beyond repeating what you've already said. Use new and interesting language and add details to give your reader a more complete understanding of your point.

Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.



Select Text: Elements of a Conclusion



Students identify the elements of a conclusion in the sample essay. Then, students discuss the conclusion in relation to the claim statement.

Card 1 Instructional Guide

Card 1: Students read a sample conclusion to find the elements of a conclusion. Card 2: Students discuss the claim and the final thought.

Let's look for the elements of a conclusion in the sample research essay.

Have students read the conclusion to the sample research essay and highlight the claim and the final thought.

Ask for any comments or questions to ensure that all the students are clear on what constitutes a good conclusion before moving on to the next activity.

WRITING PROMPT:

- 1. Read the conclusion to the sample research essay.
- 2. Highlight in yellow the sentence in which the writer restates the claim.
- 3. Highlight in green the sentence in which the writer gives a final thought.

Lesson 4 Activity 6

Card 2 Instructional Guide

Card 1: Students read a sample conclusion to find the elements of a conclusion. *Card 2: Students discuss the claim and the final thought.*

Project the claim statement and conclusion from the sample research essay.

Ask volunteers to share the sentences they highlighted as the restatement of the claim and the final thought. Highlight or underline correct responses on the displayed conclusion. Ask students if they agree or disagree with the answers, and have them explain why.

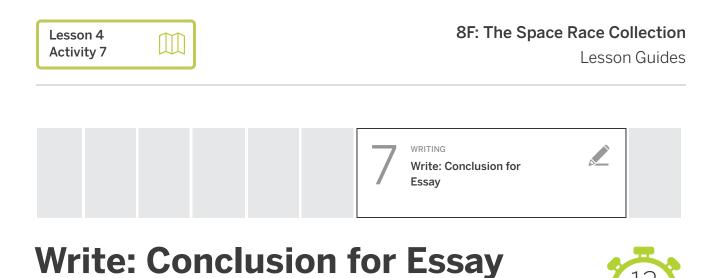
Correct Answers:

- **Restates claim:** The potential problems with the Mars One project should stop people from taking this adventure in the near future.
- **Final thought:** Maybe some students who are my age now will have careers in space technology when they grow up and make a trip to Mars and back one day.

| Sample Ess | ay: Humans on Mars? |
|--|--|
| Claim Stateme There are huge next few years. | nt issues with their (Mars One) plan that should stop anyone considering the adventure of settling on Mars in the |
| Conclusion | |
| | hat the potential problems with the Mars One project should stop people from taking this adventure in the near |
| | at new developments in technology would make this mission safer and include the possibility of a return trip to |
| Earth. Maybe si Mars and back | ome students who are my age now will have careers in space technology when they grow up and make a trip to |
| and buok | one day. |
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How is the restatement of the claim different from the original claim in the introduction? (It's the same idea, but the writer uses different words.)

How does the final thought relate to the claim? (It expands on the claim by stating that even though there are huge issues to solve before taking a trip to Mars, the writer hopes that someone his age will one day be able to take this trip safely.)



Students write a few versions of a conclusion for their essays.

Card 1 Instructional Guide

Now that you know the elements of a conclusion and you've looked at a sample conclusion, it's time to write one of your own. If you finish a little early, experiment with more than one final thought and then choose the one you like best.

Let students know that they will work at their own pace to complete this activity and that anything they do not complete in class can be completed as a Solo.



ON TRACK

Students restating the claim and writing a final thought.

I like the way you have restated your claim and left your readers with a final thought: Even though we learned a lot from sending animals into space, it was still wrong and immoral to sacrifice them.

NEEDS SUPPORT

Students having trouble restating the claim.



In the introduction, you stated that sending Laika into space was nothing more than animal cruelty. In your conclusion, write 1–2 sentences to give us a clear description of why this was cruel. Perhaps try starting, "During Laika's mission she experienced __."

NEEDS SUPPORT

Students struggling to develop a final thought.

I see you are deeply convinced that using animals for space research was necessary. Now you need to add a final thought. Write 1–2 sentences to describe why it was necessary to use animals for this research. I'll check back in a minute to see how you're doing.

NEEDS SUPPORT

Students not writing.

Q

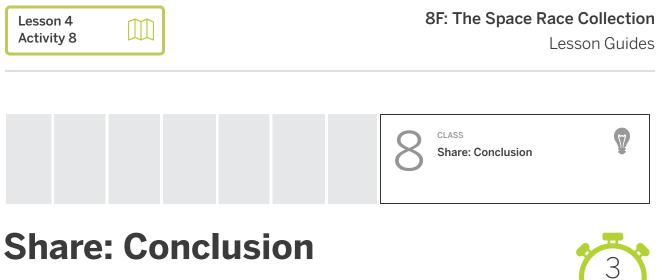
So, why don't you tell me what you want me to remember after I've finished reading your essay? Don't read it to me. You know it already. Just tell me what you want me to remember.

Write what the student dictates to you on a piece of paper.

I think you just wrote your final thought. I'll be back to see how you're doing in a few minutes.

WRITING PROMPT:

- 1. Reread the introduction and body paragraphs of your essay.
- 2. Write a conclusion to your essay below your body paragraphs. Remember to include the following:
 - A restatement of your claim
 - A final thought for your reader to take away



Students share part of their conclusions with the class.

3 MIN

Card 1 Instructional Guide

Select 2–3 student volunteers to read their favorite 1–2 sentences from their conclusion aloud for the class.

WRITING PROMPT:

Choose your favorite 1–2 sentences from your conclusion and be prepared to read them aloud to the class.

Lesson 5 Finishing and Editing the Essay



Overview

This lesson allows students to work on unfinished parts of their essays. Students choose from two options to complete their essays:

- Option 1: Revise writing to make essays stronger, with particular emphasis on introductions and conclusions.
- Option 2: Work on editing.

Connections to Other Lessons:

Each of the lessons in this sequence relates to the others as students research, write, edit, and create in-text citations and Works Cited pages.

Vocabulary Activities

Lesson at a Glance

ACTIVITY

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Lesson 5

77

77

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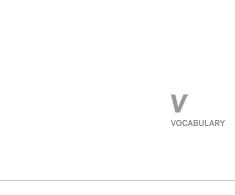
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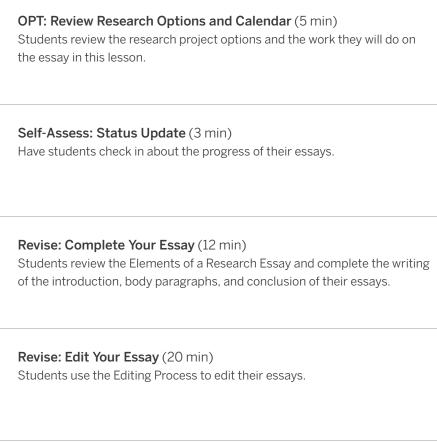
INDIVIDUAL

INDIVIDUAL

CLASS

CLASS







Share: Parts of Essay (10 min) Students give their classmates feedback about a specific place in the writing that made an impact on them.





Solo (20 min) Students finish any incomplete parts of their essays.







Preparation

Print the Essay Graphic Organizer PDF and The Space Race Collection Essay Sentence Starters PDF for students who would benefit from these supports.

Before Next Lesson

Before the next lesson, read your students' introductions and conclusions and prepare 4 Spotlights using student writing and the **Spotlight App**.

- Two of the Spotlights should provide examples of strong lead sentences in introductions and 2 should provide examples of strong restatements of the claims in conclusions.
- Correct the spelling, grammar, and punctuation in each Spotlight before you post them.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.1.D

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2.E

Establish and maintain a formal style.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.2.C Spell correctly.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

WORDS TO USE

- Androgynous
- Equalized
- Rapt
- Toggle

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Sample Essay: Humans on Mars? 1 - Sample Essay: Humans on Mars?

Elements of a Research Essay

Editing Process

Essay graphic organizer

Sentence Starters

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of The Space Race Collection Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 5, Revise: Edit your essay

If students get overwhelmed with large lists of tasks, you may choose to select 1 or 2 things from the editing list for students to focus on.



| VOCABULARY Vocabulary Activities | V | 2 | | | | | |
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Vocabulary Activities

CLASS

OPT: Review Research Options and Calendar Lesson 5 Activity 2

OPT: Review Research Options and Calendar

 ∇



Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from the Space Race Collection. Their essays will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they have been conducting Internet research at various points during the Space Race unit. They will use the skills they've been practicing to conduct research for their paper.

Note: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.

WRITING PROMPT:

Read along as Research Option 1 is read aloud.

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

WRITING PROMPT:

Read along as Research Option 2 is read aloud.

Lesson 5 Activity 2

Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

| lead |
|--|
| |
| elevant background or context of the topic and the texts |
| statement of the claim |
| paragraphs to develop the reasoning and evidence. Each includes: |
| pecific textual evidence that supports the claim |
| escription of the key parts of your evidence |
| lear explanation of how this evidence supports the claim |
| -text citations |
| clusion that wraps up the ideas about the claim. It includes: |
| restatement of the claim |
| final thought |
| ks Cited page |
| |
| |

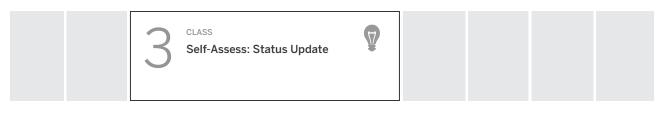
2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3



Self-Assess: Status Update

Have students check in about the progress of their essays.

Card 1 Instructional Guide

Have students complete the activity to self-monitor their progress. Make a note of students who reply "yes" to question 7 and answer question 8 so that you can give them extra attention during today's class.



| Revise: Complete Your Essay |
|--------------------------------|
|--------------------------------|

Revise: Complete Your Essay

Students review the Elements of a Research Essay and complete the writing of the introduction, body paragraphs, and conclusion of their essays.



Card 1 Instructional Guide

- You have worked on all the elements of your essay. Today you can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.
- First, review the Elements of a Research Essay to make sure you know what you should be including in your essay. Then, choose 1–2 places where you could add more evidence to support your claim.

Card 2 Instructional Guide

Circulate to support students who are completing their writing.

WRITING PROMPT:

Revise your essay to make any improvements necessary to your introduction, body paragraphs, or conclusion.





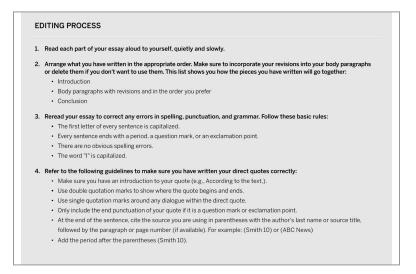
Revise: Edit Your Essay

Students use the Editing Process to edit their essays.



Card 1 Instructional Guide

Project the Editing Process and review the steps with students.



Card 2 Instructional Guide

Circulate to support students as they work.

WRITING PROMPT:

Follow the steps in the Editing Process to revise and polish your essay. Use the digital editing tools to format your essay appropriately.

MIN

| 6 CLASS Share: Parts of Essay | |
|----------------------------------|--|
|----------------------------------|--|

Share: Parts of Essay

Students give their classmates feedback about a specific place in the writing that made an impact on them.

Card 1 Instructional Guide

Give students a few minutes to find one moment in their essay—no more than a paragraph—that they want to share.

Call on 2–3 volunteers to share.

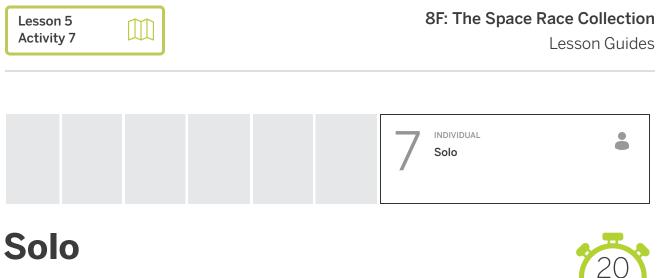
Card 2 Instructional Guide

WRITING PROMPT:

Original Writing Prompt:

Research Option 1: Argumentative Essay: Was animal testing necessary during the Space Race?

Research Option 2: Informative Essay: How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?



Students finish any incomplete parts of their essays.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your essay, return to the activity called Revise: Edit Your Essay to do that work.



Lesson 6

Creating Citations and a Works Cited List



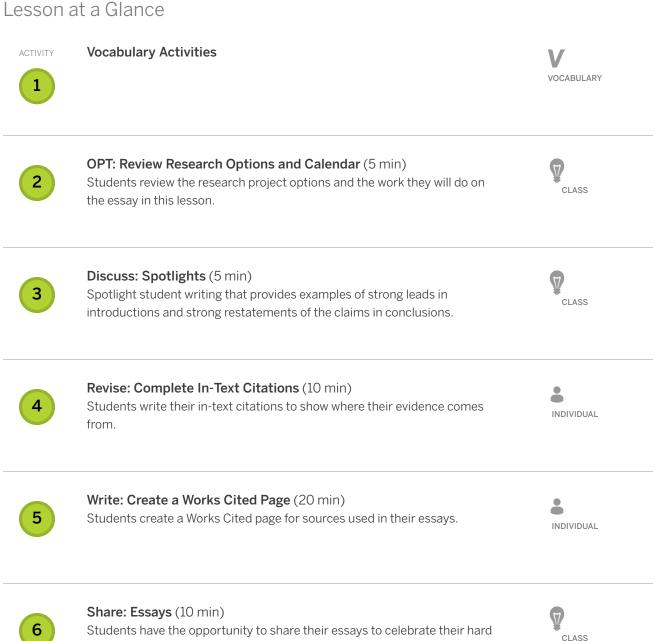
Overview

Today, students complete the in-text citations and a Works Cited page for their sources. This lesson requires students to focus on MLA formatting, which can be confusing. We recommend referring to the Purdue OWL for answers to questions that may come up.

Connections to Other Lessons:

Each of the lessons in this sequence relates to the others as students research, write, edit, and create in-text citations and Works Cited pages.

Lesson 6



work.



Preparation

Prepare Spotlights for four student essays. - Two of the Spotlights should provide examples of strong lead sentences in introductions and 2 should provide examples of strong restatements of the claims in conclusions.

• Make sure to correct the spelling, grammar, and punctuation in each Spotlight before you post them. 2. When students finish writing their essays, use the essay rubric found in the Materials section to assess each essay.

Before Next Lesson

In the next lesson, students will transform their research into interactive timelines.

1. Research online to find a timeline website for your students. Students will be expected to begin work on their own timelines using the site you choose in the next lesson.

Here are a few third-party sites to get you started:

- TimeToast
- Visme
- Sutori
- TimeGraphics

2. Become familiar with how to create a timeline on your chosen site.

3. Choose or create a sample timeline to project to students.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Az WORDS TO USE

- Mute
- Visceral
- Monikers
- Brethren

MATERIALS

Space Race Collection 1 - The Space Race: An Introduction

Sample Essay: Humans on Mars? 1 - Sample Essay: Humans on Mars?

Guidelines for a Works Cited Page

Grade 8 Essay Rubric

Essay graphic organizer

Sentence Starters

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Activity 4, Write: Create a Works Cited Page

If students get overwhelmed with multi-step directions check in with them at the beginning of the activity and model how to do the first text for the Works Cited page.



| VOCABULARY Vocabulary Activities | V | | | | | |
|-------------------------------------|---|--|--|--|--|--|
|-------------------------------------|---|--|--|--|--|--|

Vocabulary Activities

CLASS

OPT: Review Research Options and Calendar Lesson 6 Activity 2

OPT: Review Research Options and Calendar

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Students review the research project options and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the option for an argumentative essay.

Card 2: Review the option for an informative essay. Card 3: Review the calendar and the work students will complete in this lesson.

1. Introduce Research Essay - WHOLE CLASS

Tell students that they will be working on a research paper based on topics from the Space Race Collection. Their essays will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

Remind students that they have been conducting Internet research at various points during the Space Race unit. They will use the skills they've been practicing to conduct research for their paper.

Note: If some students want to research a question they generated in either of the **Internet Research** lessons, they may do so, as long as you judge the question worthy of researching.

2. Read Aloud - WHOLE CLASS

Ask a student to read Research Option 1 aloud.



WRITING PROMPT:

Read along as Research Option 1 is read aloud.

Card 2 Instructional Guide

Card 1: Review the option for an argumentative essay. *Card 2: Review the option for an informative essay.* Card 3: Review the calendar and the work students will complete in this lesson.

Read Aloud - WHOLE CLASS

Ask a student to read Research Option 2 aloud.

WRITING PROMPT:

Read along as Research Option 2 is read aloud.

Lesson 6 Activity 2

Card 3 Instructional Guide

Card 1: Review the option for an argumentative essay. Card 2: Review the option for an informative essay. *Card 3: Review the calendar and the work students will complete in this lesson.*

1. Review the Essay Elements - WHOLE CLASS

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

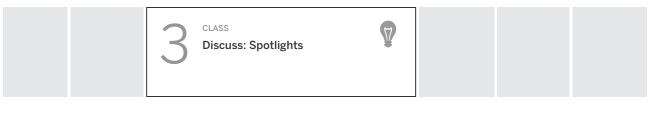
| An introdu | ction to the essay that includes: |
|------------------------------|--|
| A lead | |
| Relevant | nt background or context of the topic and the texts |
| • A state | ment of the claim |
| Body parag | graphs to develop the reasoning and evidence. Each includes: |
| Specifi | c textual evidence that supports the claim |
| Descrip | otion of the key parts of your evidence |
| • Clear e | xplanation of how this evidence supports the claim |
| In-text | citations |
| A conclusio | on that wraps up the ideas about the claim. It includes: |
| • A resta | tement of the claim |
| A final | hought |
| A Works Ci | ted page |
| Source | information for Collections texts, web, and print |

2. Review the Work Calendar - WHOLE CLASS

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.

NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.





Discuss: Spotlights

Spotlight student writing that provides examples of strong leads in introductions and strong restatements of the claims in conclusions.



Card 1 Instructional Guide

Launch the Spotlight app to project the 2 strong introductions and 2 strong conclusions you selected.

Call on volunteers to read the introductions and conclusions aloud.

Discuss the introductions and conclusions by asking:

- What are the claims in these introductions?
- What are the leads? What makes them effective?
- What are the restatements of the claims in the conclusions? What makes them effective?
- Listen as your classmates read the Spotlights of introductions and conclusions aloud, or volunteer to read yourself.



Revise: Complete In-Text Citations



Students write their in-text citations to show where their evidence comes from.

Card 1 Instructional Guide

Review the Guidelines for In-Text Citations and answer any questions students may have. Explain that when citing texts from the Collection, students should include paragraph (par.) numbers from the text in parentheses at the end of the quotation.

Have students finalize their in-text citations.

Circulate and offer support as needed.

NOTE: If students did not submit the Solo from the previous lesson, have them return to the Solo and select HAND IN.

Card 2 Instructional Guide

Review the Guidelines for In-Text Citations and answer any questions students may have. Explain that when citing texts from the Collection, students should include paragraph (par.) numbers from the text in parentheses at the end of the quotation.

Have students finalize their in-text citations.

Circulate and offer support as needed.

Note: If students did not submit the Solo from the previous lesson, have them return to the Solo and click HAND IN.

Reread your essay and check that your citations are complete and correct. Make sure you have an opening frame, that you have quoted the text, and that you have cited the text used. Use the digital editing tools to format your Works Cited Page appropriately.



Write: Create a Works Cited Page

Students create a Works Cited page for sources used in their essays.

Card 1 Instructional Guide

Explain that students also need a complete list of citations on a page titled "Works Cited" below their essay. Project and read the guidelines to students.

Tell students that if only the name of the editor is available for a book, they should start with the editor's name and put "ed." after the name.

GUIDELINES FOR A WORKS CITED PAGE

- 1. Title the page "Works Cited." Center this title.
- 2. Double space all citations.
- 3. Indent the second line of each citation one-half inch.
- 4. Capitalize each word in a title except for small words.

Examples of Citations:

Citing a Book

Author's last name, first name. *Title of book*. City of publication: Publisher's name, year. Format.

Herrera, Hayden. Frida: A Biography of Frida Kahlo. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor's name and put "ed." Or "eds." after the name as follows: *Lapham's Quarterly*, eds. *Titanic Collection*, 2014. Web.

Citing a Newspaper or Magazine Article

 Author's last name, first name, "Title of Article." Name of
 Citing an Image

 Newspaper/Magazine. Day Mo. Year, Edition: Pages, Format.
 Artist's last name

 Kennedy, Randy..."Frida Kahlo's Garden' to Sprout in New York City."
 Name of website.

 The New York Times. J7 June 2014, late ed. C.3. Print.
 Kahlo'rida. Still

- Put your citations in alphabetical order by author's last name.
- by author's last name.
- 6. Follow punctuation styles in the examples below.
- 7. Skip any pieces of information that are not available

Citing an Article From a Website

Author's last name, first name. "Title of Article." *Name of site*. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

Zimmermann, Kim Ann. "Mexican Culture: Customs & Traditions." Livescience.com. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include "n.d." as follows: Weiser, Kathy. "California Legends: Coloma - Gold Town to Ghost Town," legendsofamerica.com. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website Artist's last name, first name. *Title of Work*. Date of creation.

Name of website. Kahlo, Frida. Still Life with Parrot and Fruit. 1951. fridakahlofans.com





Share: Essays

Students have the opportunity to share their essays to celebrate their hard work.



Card 1 Instructional Guide

In addition to this quick and limited sharing session, consider additional ways to showcase your students' essays, such as the following:

- Provide time for an extended 15-minute sharing session.
- Have students highlight their favorite paragraph from their essays, and copy and paste those paragraphs to create Spotlights that you can showcase in class.
- Allow students to print their essays and display them on a classroom bulletin board.

Card 2 Instructional Guide

WRITING PROMPT:

Research Option 1: Argumentative Essay: Was animal testing necessary during the Space Race?

Research Option 2: Informative Essay: How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?

Lesson 7 Media Project

Overview

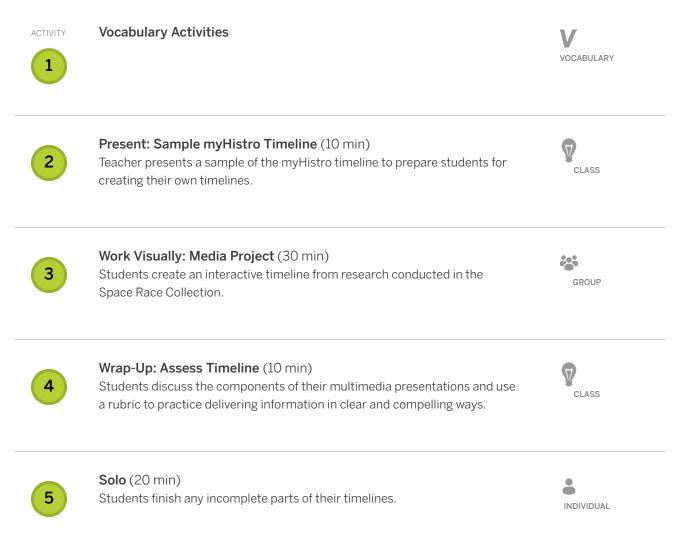
Students create interactive timelines for the Space Race. They refer back to their essays and their original research to find pertinent information to use as they complete their projects. This assignment requires students to discuss and clarify the components of their timelines, synthesizing information for a specific goal, and deepening comprehension.

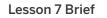
Connections to Other Lessons:

This lesson relies on the research conducted in the essay lesson sequence. It is this research, and the essay itself, that provides the information needed for the timeline project.

Lesson 7

Lesson at a Glance







Preparation

- 1. Prepare to organize students into small groups to create their timelines.
- 2. Prepare to project the sample timeline you chose from myHistro.com and for students to work with the website to create their timelines.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Az WORDS TO USE

- Calculating
- Infant
- Propulsion
- Overrule

| MATERIALS |
|-----------|
| |

Space Race Collection 1 - The Space Race: An Introduction

Activity 2, Present: Sample myHistro Timeline

Plan how to assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.



| VOCABULARY Vocabulary Activities | | |
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Vocabulary Activities

Lesson 7 Activity 2

Present: Sample myHistro Timeline **M**

Present: Sample myHistro Timeline



Teacher presents a sample of the myHistro timeline to prepare students for creating their own timelines.

Card 1 Instructional Guide

Now that you've finished your essays, you will work in small groups to create interactive timelines. You will plot 5–10 key moments in the Space Race from information from the texts and images in the Collection. For example, you might start with the 1957 *Sputnik* or Laika trip, then the 1961 mission of Yuri Gagarin, the first human in space, all the way to the 1975 joint American-Soviet mission. You can use any moments from the Collection.

Project the sample timeline you selected, and discuss with your students.

Divide the class into small groups.

WRITING PROMPT:

Today you will collaborate in small groups to create a timeline for the Space Race.

Your timeline will incorporate multimedia elements to help bring this topic to life. Examples of multimedia elements are drawings, pictures, maps, and audio recordings.



MIN



Work Visually: Media Project

Students create an interactive timeline from research conducted in the Space Race Collection.

Card 1 Instructional Guide

Tell students to look over the research they have gathered from the texts and images in the Collection. They will use this information to create their timelines. Discuss how to plot the information on the timeline (e.g., the 1957 *Sputnik* trip). A pin should be dropped on this date and the info box should be filled with a very short summary of this event, such as, "*Sputnik* is the first satellite to orbit the earth."

Tell students to click back and forth from their research and the Collection texts and images to find events they want to chronicle on their myHistro timelines.

WRITING PROMPT:

Start working on your timeline.

Click NEXT to look through the Space Race Collection, or navigate to See My Work to find your research chart.

MIN



Wrap-Up: Assess Timeline

Students discuss the components of their multimedia presentations and use a rubric to practice delivering information in clear and compelling ways.

Card 1 Instructional Guide

Card 1: Students discuss the components of their multimedia presentations to clarify the information and ideas they plan to communicate.

Card 2: Students use a rubric to practice delivering clear and compelling presentations.

1. Introduce Activity - WHOLE CLASS

Tell students to make sure they have 5 events plotted out on their timelines. If not, they should finish the work in today's Solo. Each group will be responsible for presenting a completed timeline on myHistro.com the next time you meet.



The purpose of your timeline is to provide a visual element to your presentation and to communicate information and ideas in an interesting and engaging way.

Work with your group to evaluate your timeline. Choose one group member to present the components of your timeline to your group so you can evaluate it before you present it to the class. The rest of the group should watch carefully and take notes:

- What ideas and information do you notice on the timeline?
- What other elements do you think need to be added?
- What elements do you think need to be revised or removed?



Directions

1. Choose one member to present the timeline to your group. This is for practice, so that you can evaluate the timeline before the class presentation. The group member should be sure to explain each of the elements you have included so far.

2. Use the rubric on the next card to assess your group's practice presentation.

3. After the practice presentation, discuss the following questions with your group:

- What ideas and information do you notice on the timeline?
- What other elements do you think need to be added?
- What elements do you think need to be revised or removed?

Decide as a group what work still needs to be done to complete your timeline. Each group member should agree to tackle specific tasks during the Solo.

Your group will present the finished timeline the next time you meet.

Card 2 Instructional Guide

Card 1: Students discuss the components of their multimedia presentations to clarify the information and ideas they plan to communicate.

Card 2: Students use a rubric to practice delivering clear and compelling presentations.

1. Activity on Card - GROUPS

MIN

| | | 5 | individual Solo | • |
|------|--|---|--------------------|---|
| Solo | | | | |

Students finish any incomplete parts of their timelines.

Card 1 Instructional Guide

Tell students that they should be ready to present their timelines next time the class meets. The timelines must have 5–10 events mapped out to be complete. Students should finish whatever still needs doing for tonight's Solo.



Lesson 8 Timeline Presentations



Overview

Today, students present their interactive timelines to the class. The presentation of their multimedia project allows students a moment to share their hard work and achievement with each other. As each student gives his or her presentation, the rest of the class takes notes on what they are learning.

To prepare for their presentations, students begin by reflecting on the importance of each item on their timeline. They will write a brief explanation of why an item is important to the Space Race, and create a heading that reflects this importance. Students will then meet with their group and discuss and clarify the components of their timelines, synthesizing information for a specific goal and deepening comprehension.

Connections to Other Lessons:

Students are offered the opportunity to share the work done in the last lesson, which relied on research conducted during the essay sequence.

Lesson 8

V

WRITING

VOCABULARY

Lesson at a Glance



Vocabulary Activities



Write: Headings for Timeline Items (8 min)

Students prepare for their timeline presentations by creating headings and explaining the importance of each item on their timeline.



Student Presentations: Timelines (35 min)

Students present their multimedia projects to the class, demonstrating how components of the timeline represent their ideas.





Wrap-Up: Reflection (5 min) Students reflect on their work.







Preparation

Prepare for students to present their timeline projects using myHistro.com.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Activity 2, Student Presentations: Timelines

If students struggle to write fluently or are ELL students give them time to discuss each presentation with a partner before writing their notes about what they learned.

- Az WORDS TO USE
- Revere
- Muse
- Evaluate
- Technician

| VOCABULARY Vocabulary Activities | V | | | |
|-------------------------------------|---|--|--|--|
|-------------------------------------|---|--|--|--|

Vocabulary Activities





Write: Headings for Timeline Items



Students prepare for their timeline presentations by creating headings and explaining the importance of each item on their timeline.

Card 1 Instructional Guide

1. Introduce Activity - WHOLE CLASS

- In a few minutes you will have an opportunity to present your timeline to your classmates, but first you need to think about what you want to communicate about your timeline.
 - One way to help with this is to organize your ideas and thoughts into categories that include headings.
- For each item on your timeline, write a description about why you chose the item. Why was it important in the Space Race? Then add a heading that captures the importance of the item. For example: First Human Spaceflight

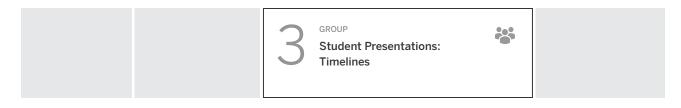
2. Activity on Card - INDIVIDUAL

WRITING PROMPT:

Directions

Prepare for your timeline presentations by organizing the ideas and information you included on your timeline.

Write a description for each item you chose to put on your timeline. Be sure to include a heading and a short description explaining why each item was important for the Space Race.



Student Presentations: Timelines



Students present their multimedia projects to the class, demonstrating how components of the timeline represent their ideas.

Card 1 Instructional Guide

Cards 1–6: Students provide feedback on their classmates' oral presentations.

1. Introduce Activity - WHOLE CLASS

Tell students to get ready to present their myHistro timeline projects to the class. They should have the timelines ready to display as they talk the students through their work.

Remind students that as their classmates are presenting, they should be paying close attention so they can provide feedback on each group's presentation.

As you present your timelines, tell us why you selected the images and other multimedia elements, what you think each element represents about the topic, and emphasize the details that you think best communicate your points. Be sure to end your presentation with a closing thought that restates the main idea and leaves the class with something to think about.

As you listen to others present their timelines, consider the strengths of their presentation and questions you would like to ask to clarify their claims and ideas.

2. Presentations - WHOLE CLASS

3. Activity on Card - INDIVIDUAL

Card 2 Instructional Guide

Cards 1–6: *Students provide feedback on their classmates' oral presentations.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 3 Instructional Guide

Cards 1–6: Students provide feedback on their classmates' oral presentations.

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Cards 1–6: *Students provide feedback on their classmates' oral presentations.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Card 5 Instructional Guide

Cards 1–6: *Students provide feedback on their classmates' oral presentations.*

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

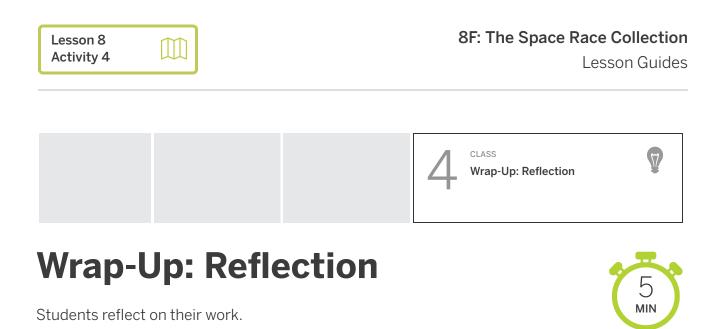
Card 6 Instructional Guide

Cards 1–6: *Students provide feedback on their classmates' oral presentations.*

Lesson 8 Activity 3

1. Presentations - WHOLE CLASS

2. Activity on Card - INDIVIDUAL



Card 1 Instructional Guide

Tell students that they will be assessing their own performances, noting areas in which they struggled and areas in which they excelled. Remind them that this self-assessment should be thoughtful, that this information should help them the next time they are required to make a presentation.



Assessment

The Space Race Collection Unit Reading Assessment



Lesson 1

The Space Race Collection Unit Reading Assessment



Overview

This assessment is designed to evaluate students' use of the main reading skills practiced in this unit, as well as their understanding of some of the texts and content from the unit. The assessment uses 2 or 3 excerpts from texts students have read in the unit.

The assessment consists of 20–22 auto-scored questions and two constructed response questions. The auto-scored questions use a variety of item types: selected response and a range of technology enhanced items (TEIs). The constructed responses are text-based prompts, where students will develop a claim supported by evidence in 10 minutes. The teacher should choose which constructed response will be a more effective evaluation of the skills students have been practicing.

Lesson 1

INDIVIDUAL

Lesson at a Glance



Selected Response Questions (30 min) Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.



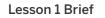
Constructed Response: Informative (10 min) Students complete a constructed response using evidence from a single passage.



Constructed Response: Argumentative (10 min) Students complete a constructed response using evidence from two passages.



INDIVIDUAL





Preparation

Watch the Teacher Tip video found in the Materials section.

Download the rationale for this assessment from the Materials section to note the correct responses and review the rubrics you will use to score the constructed response(s) in Classwork.

Review the assessment and determine any information you want to present to your students about the items.

Note the item type that asks students to select a word or passage from the text as their answer: for example, see Question 2. For this type of question, students click an answer choice to select it as an answer. To change the answer, students click the choice again to remove the highlight.

| VORDS TO | USE |
|--|----------------|
| MATERIALS | ; |
| Teacher Tip: Sum Assessment | mative Reading |
| Print Assessment: Collection | The Space Race |
| Rationale: The Space Collection Reading | |

Choose which constructed response question the students should answer.

The assessment is designed to take 40 minutes: 30 minutes for the selected response section and 10 minutes for the constructed response.

Remember to unlock the student assessments and re-lock them if you do not complete the assessment in one sitting.

Skills & Standards

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to

present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.9

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

Differentiation

The items within this assessment are not differentiated. Teachers should consider timing accommodations for specific students as they plan.





Selected Response Questions

Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.



Card 1 Instructional Guide

WRITING PROMPT:

Directions

- 1. Read each passage and answer the questions that follow.
- 2. There are 20 selected response questions in the first part of the exam.
- 3. Check with your teacher to see how much time you have to complete this portion of the exam.
- 4. Remember to click HAND IN when you are finished with the selected response section.

Lesson 1 Activity 2



Constructed Response: Informative



Students complete a constructed response using evidence from a single passage.

Card 1 Instructional Guide

WRITING PROMPT:

What impact did the mission have on Yuri Gagarin? Use details from the passage to support your answer.





Constructed Response: Argumentative



Students complete a constructed response using evidence from two passages.

Card 1 Instructional Guide

WRITING PROMPT:

Which passage provides a more powerful retelling of a "first" in space accomplishment: Aldrin's "first man on the moon" accomplishment or Gagarin's "first man in space" accomplishment? Use details from both passages to support your argument. Click NEXT to view the second text.

Teacher References





Vocabulary

Vocabulary

Research has shown that, to master a word, a student needs to encounter it many times, preferably in a variety of media, and in ways that appeal to different learning styles. The Amplify ELA vocabulary program is designed to increase the number of times students see a new vocabulary word and increase the number of contexts in which they encounter it, while also providing instruction and opportunities for students to practice different vocabulary skills. The words chosen come directly from the unit texts, or represent key Tier 2 and 3 academic vocabulary.

In Amplify ELA, students practice vocabulary skills in three main ways: through Reveal words, Vocabulary Modules, and daily practice provided through the embedded Vocab App. In addition, there are vocabulary videos and GIFs included within lesson activities. Interactive digital and print activities in the Amplify ELA vocabulary program ensure that students have many varied opportunities to use new language for authentic purposes.

Reveal Words

Amplify's eReader contains a Reveal tool that highlights words inline that are key to understanding the text and building important Tier 2 vocabulary. When students click on a word, a contextual definition is provided, allowing students to understand how the word is used in that specific passage to quickly continue reading. The number of dots over each Reveal word indicates the word's difficulty, which is determined by considering the following questions:

- Are there contextual clues to help a student understand the word??
- Has the student seen the word elsewhere in the passage or another text??
- Is this a word that students may encounter in texts across content areas??
- Has research shown that the majority of students at this grade level are unfamiliar with this word??

The eReader keeps track of which words students have "revealed," and they can easily access their specific list of words in a personal glossary within the Amplify Library.

Vocabulary Modules

The Amplify Vocabulary Modules provide instruction in skills key to developing vocabulary and building word knowledge. Students also receive instruction and ongoing practice in these skills within the Vocab App. Each Vocabulary Module is aligned to and integrated into a core instructional unit within each grade of Amplify ELA. These modules should be used within the first five lessons of each unit.

The 8th grade Vocabulary Modules are located in the materials section of each Unit Overview.

- 8A: Perspectives & Narrative Synonyms and Antonyms
- 8A: Perspectives & Narrative Dictionary Skills*
- 8B: Liberty & Equality Context Clues

Teacher References

- 8C: Science & Science Fiction Greek and Latin Roots
- 8D: Shakespeare's Romeo & Juliet Figurative Language
- 8E: Holocaust: Memory & Meaning Connotations and Denotations
- 8F: The Space Race Collection Prefixes and Suffixes?

*Dictionary Skills module can work with any unit

The printable Work That Word PDF worksheet accompanies these modules, giving students opportunities to apply the strategies to unit vocabulary while working in either the digital curriculum or print Student Editions. This worksheet can be found in the Materials section of the Unit Overview.

Vocab App

The Vocab App, a self-guided and adaptive means of learning new vocabulary, introduces students to words that are integral to understanding the texts and key concepts in each unit. These words come from the texts students are studying, as well as academic vocabulary lists. Students will receive a new set of approximately 6 words each time they open the Vocab App in a new lesson (this number will vary).

- 2 text-sourced words common across all levels?
- 2 academic words common across all levels?
- 1–2 words unique to the student's level (set by the teacher)?

Once a word is introduced, it remains in the students' backlogs until a student has three consecutive, successful encounters with that word in one of the app's activities. At that point, the word is considered mastered.

Activity results are tabulated by lesson and appear in Classwork as the number of activities correct out of the number of activities students are given. The teacher's view within the Vocab App provides more specific information about the words students have encountered, as well as their progress and rate of mastery.

Vocabulary Media: Videos and Animated GIFs

In some lessons, students watch a short vocabulary video or animated GIF, and then answer two multiple choice questions about the content. These videos and GIFs illustrate the contextual definition of a given Reveal word, and then provide multiple examples of that word used in context. Students then answer multiple choice questions about the word.



Additional Reading Opportunities

Additional reading opportunities for students appear in the Suggested Reading section of the Student Lesson Brief.

Sub-unit 1, Lesson 1: Evaluating Sources: Part 1

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books
- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America



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