

# Getting to the Core

## Grade 8 ELA

### Common Core Unit of Study

#### *Self-Image*



## Student Resources





## Eighth Grade ELA Unit of Study:

### *Self-Image:*

### *A Realistic Self-Perception Promotes a Healthy State of Mind.*

#### **Unit Overview**

The goal of this unit of study is to help students realize that when they realistically evaluate themselves and their own self-worth, the result will be a healthy state of mind. This acceptance of self will allow students to become who they are meant to be. This a Common Core unit of study that engages students in collaborative discussions, close reading, textual analysis, media, and different genres of writing that require students to support claims with textual evidence.

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Image 2



Image 3



Image 4







Image 6





Directions: 1. Look at images 1-6. With a partner, describe each image in writing in the Describe column. Then wait for instructions from your teacher for the remaining columns.

	Describe			
Image 1				
Image 2				
Image 3				
Image 4				
Image 5				
Image 6				

STATEMENTS	AGREE	DISAGREE	EVIDENCE FROM <i>Identity</i>	EVIDENCE FROM <i>Body-Image Pressure Increasingly Affects Boys</i>	EVIDENCE FROM <i>Smart Cookie</i>	AGREE	DISAGREE
1) Too many people are unhappy with themselves.							
2) How you view yourself can affect your opinions and decisions.							
3) It is better to follow the lead of others than to be unique.							
4) Honesty about yourself will help you reach your goals.							
5) Comparing yourself to other people will lead to success.							

### **Dyad Sharing Guidelines**

*Directions: Please use the following sentences frames to guide the discussion with your partner as you determine whether you agree or disagree with the statements in the Extended Anticipatory Guide.*

- *Listen carefully to your partner as you will share his/her ideas with the whole class.*

**Partner A:** Statement one says that “. . . .” In my opinion, this is (true/not true), so I (agree/disagree). One reason for my opinion is . . . .

**Partner B:** I (agree/disagree) with you because I think that . . . . The next statement says that “. . . .” Based on my knowledge, I would say that this statement is (true/not true), so I (agree/disagree). One reason for my opinion is . . . .

**Directions for Reading in Four Voices Jigsaw**

**Step 1-** Get into groups of four. This is your base group.

**Step 2-** Every member of the group will choose a stanza 1, 2, 3, or 4. Stanza 5 will be read as a group.

**Step 3-** Read the poem once through, with each member reading their portion aloud. When the group gets to stanza five, the entire group should read the stanza together.

**Step 4-** Now students will leave their base groups and find a student from another group that has read the same stanza as they read. For example, a student who read stanza 2 should find another student who read stanza two. The students should then work together to paraphrase their stanza and stanza 5 (Resource 1.4) and define terms in their vocabulary notebook (Resource 1.7).

**Step5-** Next, students should return to their base groups and share the paraphrased versions of their poems and once again read the poem as a group.

**Step 6-** Finally, as a group of four, students should discuss the questions from Resource 1.4A and write down their answers in the space provided.

Stanza	<b>Identity</b> <i>by Julio Noboa Polanco</i>	Paraphrase
1	Let them be as flowers, always watered, fed, guarded, admired, but harnessed to a pot of dirt.	
2	I'd rather be a tall, ugly weed, clinging on cliffs, like an eagle wind-wavering above high, jagged rocks.	
3	To have broken through the surface of stone, to live, to feel <sup>3</sup> exposed to the madness of the vast, eternal sky. To be swayed by the breezes of an ancient sea, carrying my soul, my seed, beyond the mountains of time or into the abyss of the bizarre.	
4	I'd rather be unseen, and if then <sup>4</sup> shunned by everyone, than to be a pleasant-smelling flower, growing in clusters in the fertile valley, where they're <sup>5</sup> praised, handled, and plucked by greedy, human hands.	
5	I'd rather smell of musty, green stench than of sweet, fragrant lilac. If I could stand alone, strong and free, I'd rather be a tall, ugly weed.	

<sup>1</sup>**admired**- to look up to or have a high opinion of.

<sup>2</sup>**harnessed**- to be fastened to or confined (without possibility of escape)

<sup>3</sup>**exposed**- to be open to danger or harm

<sup>4</sup>**shunned**- to be avoided or put out deliberately (on purpose).

<sup>5</sup>**praised**- expression of approval, admiration or exaltation.



***Identity Text Dependent Questions***

1. What line or phrase from the poem most strongly connects to the Big Idea: A Realistic Self-Perception Promotes a Healthy State of Mind.? Why?	
2. Identify the comparison the author makes and explain why the author chose this comparison?	
3. What message, or theme, is the poet trying to convey? How do you know? Provide textual evidence within your response.	





# Collaborative Mind Mirror on Self-Perception



## Essential Question

Self-perception is the understanding of how you see yourself. It includes your confidence and your self-esteem. The essential question, though, is *what criteria do we, and should we, use to create our self-perception?*

## Directions

Inside the outline of the speaker's head, create a presentation that displays the speaker's self-perception in the poem "Identity". Your display must include the following:

- ✓ -Two quotes from the text that reveal the speaker's self perception
- ✓ -Two of your own phrases.
- ✓ -Two drawings that embody the speaker's beliefs.

## Group Roles

Evidence Gatherer:

Copywriter:

Artistic Consultant:

Designer:



## Talking Points with Frames

While trying to approach the Essential Question: *What criteria do we, and should we, use to create our self-perception?*, present your understanding of the speaker's experience in the poem "Identity" based on the Collaborative Mind Mirror your group created. The following topics need to be addressed in your explanation of your Collaborative Mind Mirror. During the conversation, each member of the group will need to speak.

- Decide and explain if the speaker has a positive or negative view of herself.
  - o *The speaker has a \_\_\_\_\_ because...*  
*(Positive/negative)*
- Examine the characteristics the speaker believes make a good person.
  - o \_\_\_\_\_ *(characteristics) are important to the speaker because...*
- Evaluate the validity of the speaker's message to your own experiences.
  - o *The speaker is basically saying \_\_\_\_\_, which connects to my experience when...*



# Vocabulary Notebook: \_\_\_\_\_

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence
<b>admire</b>			"... always watered, fed, guarded, admired..."	
<b>harness</b>			"...but harnessed to a pot of dirt."	
<b>expose</b>			"...to live, to feel exposed to the madness..."	
<b>shun</b>			"...then shunned by everyone..."	
<b>praise</b>			"...where they're praised, handled, and plucked..."	
<b>musty</b>			"I'd rather smell of musty, green stench..."	
<b>jagged</b>			"...wind-wavering above high, jagged rocks."	





Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## “Identity” by Julio Noboa Polanco

**Do/Say Chart**

Section/Stanza/ Paragraph#	Do What is the author doing? (Introducing, describing, explaining, emphasizing, foreshadowing, using symbolism, developing the conflict, ...)	Say What is the author/text saying (The specific details of the text, an easy to understand version of what the author is trying to communicate)
Stanza 1	<i>Explaining how “them” will be treated and the consequences of that treatment</i>	The author is comparing “them” (people) to flowers who are put on display because they are beautiful or possess some other admired quality. They may be lavished with attention, but are also owned by someone and not free.
Stanza 2	<i>Describing her preference to “them” and the flowers</i>	
Stanza 3	<i>Emphasizing what her identity gets to do</i>	
Stanza 4		She would like to be unnoticed, and even ignored, rather than having people cherish and idolize her, than be in a comfortable setting.
Stanza 5		



**Ban Bossy: I'm not Bossy I'm the Boss**

When I was growing up, I was called bossy.

The word bossy is just a squasher.

Being labeled something matters.

By middle school girls are less interested in leadership than boys.

And that is because they worry about being called bossy.

We need to tell them that it is ok to be ambitious.

We need to help them lean in.

Words matter.

Let's just ban the Word bossy.

And encourage girls to lead.

To be strong and be ambitious.

To listen to your own voice.

There are no limits.

Dare to be you.

You can change the world.

Let's ban bossy.

Be brave, be you!

Ban bossy.

Join us to Ban Bossy.

I'm not bossy. I'm the boss.

Encourage girls to lead. Take the pledge at BanBossy.com

<https://www.youtube.com/watch?v=6dynbzMlCcw>

Retrieved on 3.20.14



# Writing an "I Am" Poem

## MODEL

### FIRST STANZA

I am (Name)  
 I am (personality trait)  
 I am (personality trait)  
 I see (an imaginary sight)  
 I want (an actual desire)  
 I am (the first line of the poem repeated)

### SECOND STANZA

I am (physical trait)  
 I am (physical trait)  
 I touch (an imaginary touch)  
 I worry (something that bothers you)  
 I cry (something that makes you sad)  
 I am (the first line of the poem repeated)

### THIRD STANZA

I believe (something that is true)  
 I say (something you believe in)  
 I dream (something you dream about)  
 I try (something you really make an effort about)  
 I hope (something you actually hope for)  
 I am (the first line of the poem repeated)

## EXAMPLE

I am Jared  
 I am fun  
 I am curious  
 I see Atlantis  
 I want to go to college  
 I am Jared

I am strong  
 I am tall  
 I touch a summer's cloud  
 I worry about violence  
 I cry for my Gram  
 I am Jared

I in God  
 I say children are our future  
 I dream for a quiet day  
 I try to do my best  
 I hope the success of my children  
 I am Jared



## Word Sift for “Body-Image Pressure Increasingly Affects Boys”

1 actually adolescent become becoming behavior body **boy** case  
concern concerned disorder dr eating engage equal  
female field figure focus girl ideal increasingly leMBERG likely look  
**male** man mean medium muscle negative percent physique powder  
pressure **say** shake steroid study suggest take unhealthy use using  
**weight** woman worry year young

Select words that may relate to the Big Idea, A Realistic Self-Perception Promotes a Healthy State of Mind, and explain why you chose these words.

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Based on these words, what might the text be about? What will the main idea of the text be?

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### 3 Step Interview

**Circle one:** I am Partner A B C D

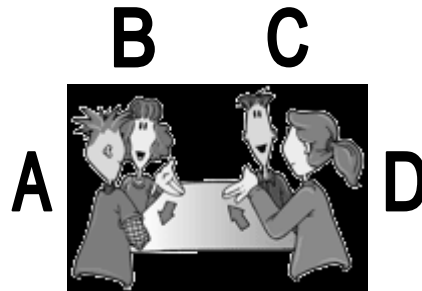
My name is:\_\_\_\_\_

**Directions:** Share your response to the \_\_\_\_\_ (article, quick write, etc). Listen closely to your partner's response as you will need to share what they say with the rest of the team.

My partner is A B C D		Their name is _____	
My notes while listening to my 1 <sup>st</sup> partner that I will be sharing with others:			
My notes while listening to my 2 <sup>nd</sup> partner		My notes while listening to my 3 <sup>rd</sup> partner	

# Three Step Interview:

## How it Works



**Step One:** A interviews B by asking the quick write question

*while*

C interviews D

**Step Two:** B interviews A asking the quick write question

*while*

D interviews C

**Step Three:** 1. A reports to the whole group about B

2. B reports to the whole group about A

3. C reports to the whole group about D

4. D reports to the whole group about C

## Body-Image Pressure Increasingly Affects Boys

Cultural ideals are becoming an equal opportunity anxiety-inducer, and eating disorders are increasingly common in men. But the symptoms in men and women don't look the same.

JAMIE SANTA CRUZ MAR 10 2014, 9:00 AM ET

Culturally, we're becoming well attuned to the pressure girls are under to achieve an idealized figure. But researchers say that lately, boys are increasingly feeling the heat.

A [new study](#) of a national sample of adolescent boys, published in the January issue of *JAMA Pediatrics*, reveals that nearly 18 percent of boys are highly concerned about their weight and physique. They are also at increased risk for a variety of negative outcomes: Boys in the study who were extremely concerned about weight were more likely to be depressed, and more likely to engage in high-risk behaviors such as binge drinking and drug use.



The trend toward weight obsession among boys is cause for worry, says Dr. Alison Field, an associate professor of pediatrics at Boston Children's Hospital and the lead author of the study. "You want people to be concerned enough about their weight to make healthy decisions," she says, "but not so concerned that they're willing to take whatever means it takes—healthy or unhealthy—to achieve their desired physique."

Of the boys who were highly concerned with their weight, about half were worried only about gaining more muscle, and approximately a third were concerned with both thinness and muscularity simultaneously. Meanwhile, less than 15 percent were concerned only with thinness. Those statistics reflect a major difference between boys and girls when it comes to weight concerns: whereas girls typically want to be thinner, boys are as likely to feel pressure to *gain* weight as to *lose* it.

"There are some males who do want to be thinner and are focused on thinness," Field says, "but many more are focused on wanting bigger or at least more toned and defined muscles. That's a very different physique."

"The media has become more of an equal opportunity discriminator. Men's bodies are not good enough anymore either."

If boys are increasingly concerned about weight, changing representations of the male form in the media over the last decade or two are at least partly to blame. “We used to really discriminate—and we still do—against women” in terms of media portrayals, says Dr. Raymond Lemberg, a Prescott, Arizona-based clinical psychologist and an expert on male eating disorders. “If you look at the Miss America pageant winners or the Playboy centerfolds or the runway models over the years, there’s been more and more focus on thinness.”

But while the media pressure on women hasn’t abated, the playing field has nevertheless leveled in the last 15 years, as movies and magazines increasingly display bare-chested men with impossibly chiseled physiques and six-pack abs. “The media has become more of an equal opportunity discriminator,” says Lemberg. “Men’s bodies are not good enough anymore either.”

Even toys contribute to the distorted messages youngsters receive about the ideal male form. Take action figures, for example, which Lemberg suggests are the male equivalent of Barbie dolls in terms of the unrealistic body images they set up for young boys. In the last decade or two, action figures have lost a tremendous proportion of fat and added a substantial proportion of muscle. “Only 1 or 2 percent of [males] actually have that body type,” says Lemberg. “We’re presenting men in a way that is unnatural.”

In the face of the ideals they’re bombarded with, it’s no surprise that adolescent boys, like waves of girls before them, are falling prey to a distorted image of themselves and their physical inadequacies: [Previous research](#) suggests that up to 25 percent of normal weight males nevertheless perceive themselves to be underweight.

And given their perception of themselves as too small, it’s also no surprise that boys are searching out means to bring their bodies into conformity with the muscular ideal. A 2012 study of adolescents revealed that muscle-enhancing behaviors are pervasive among both middle school and high school-age males: More than a third reported downing protein powders or shakes in an effort to boost their muscularity; in addition, almost 6 percent admitted to using steroids and 10.5 percent acknowledged using some other muscle-enhancing substance.

The negative effects of steroid use can be particularly significant for adolescents.

Pharmaceutical-grade injectable steroids are a definite concern, says Dr. Rebecka Peebles, co-director of the Eating Disorder Assessment and Treatment Program at the Children's Hospital of Philadelphia, but they’re not the biggest worry, given that they’re difficult to obtain. Of more

concern are the “natural” powders or shakes that teens can pick up at their local GNC. The problem, Peebles says, is that “natural” in this case simply means unregulated. “They actually can include all kinds of things in them,” says Peebles. In some cases powder or shake supplements “are actually anabolic androgens and just packaged as a natural supplement.”

The consequences can be severe: Long-term use of steroids is associated with depression, rage attacks, suicidal tendencies, and cardiomyopathies. And the negative effects can be particularly significant for adolescents, since their bodies are going through a period of major growth and development.

In many cases, of course, weight concerns among young males remain at relatively benign levels, and when teens attempt to control their weight, they often do so in comparatively innocuous ways. But when adolescents demonstrate an extreme focus on physique and begin to engage in potentially dangerous behaviors, it can be a signal of an eating or weight-related disorder—in males just as much as in females.

“The misunderstanding has been the generalization that eating disorders are a woman’s issue,” says Lemberg. “What studies have shown is that, in the last 15 years or so, more men have eating disorders than ever before.” The oft-cited figure is that only about [1 in 10 eating disorders occur in males](#), but according to Lemberg, [newer research](#) suggests that the real ratio is probably closer to 1 in 4.

"Instead of doing something unhealthy to get smaller, they're using unhealthy means to become larger."

Although awareness of the risk of weight disorders among males is growing, there is still a problem with under-recognition, Field says, primarily because of the assumption that the disorders look the same in males as they do in females. Current assessments for eating disorders focus on the classical presentation typical of females, but since young men are often more concerned with gaining muscle than becoming thin, they typically don’t present as underweight, as girls often do. They’re also not as likely to starve themselves, use laxatives or induce vomiting; instead, they’re much more likely to engage in excessive amounts of exercise and steroid abuse. “Instead of wanting to do something unhealthy to get smaller, they’re using unhealthy means to become larger,” Field says.

But though the presentation might be different, excessive worries about weight, especially in combination with high-risk behaviors, are no less concerning in males than in females. According to Field, it’s time to sit up and take note of the boys. “Pediatricians and adolescent

medicine docs and parents [need] to become aware that they should be listening as much to their sons’ conversations about weight as their daughters’.”

**\*\*\*Prospective Associations of Concerns About Physique and the Development of Obesity, Binge Drinking, and Drug Use Among Adolescent Boys and Young Adult Men**

Alison E. Field, ScD<sup>1,2,3,4,5</sup>; Kendrin R. Sonneville, RD, ScD<sup>1,4</sup>; Ross D. Crosby, PhD<sup>6</sup>; Sonja A. Swanson, ScM<sup>3</sup>;

Kamryn T. Eddy, PhD<sup>7</sup>; Carlos A. Camargo Jr, MD, DrPH<sup>2,3,5,8</sup>; Nicholas J. Horton, ScD<sup>9</sup>; Nadia Micali, MD, PhD<sup>10</sup>

[+] Author Affiliations

*JAMA Pediatr.* 2014;168(1):34-39. doi:10.1001/jamapediatrics.2013.2915.



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Self-Perception****“Body-Image Pressure Increasingly Affects Boys” GUIDING QUESTIONS**

- (1) Based on the headline and the first paragraph, what research findings are being reported on in this article?

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- (2) What evidence does the reporter include that most strongly demonstrates her claim? Explain how that evidence is supportive of the claim.

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- (3) The reporter includes the expert opinion that reads, “The media has become more of an equal opportunity discriminator. Men’s bodies are not good enough anymore either” (Lemberg). What does “*discriminator*” mean in this context? Explain.

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- (4) According to Lemberg, the number of males with weight disorders is on the rise. Explain how evidence from the text supports this claim.

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**Essential Question:** How can your setting affect your self-perception?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

***Self-Perception***  
**FOUND POEM RUBRIC**

Performance Indicators	Outstanding	Passing	Needs Revision
<b>Content</b>	<ul style="list-style-type: none"> <li>- Has at least 10 lines</li> <li>- Incorporates the best lines and phrases that emphasize the Big Idea</li> <li>- The poem has meaning independent of reading the article</li> </ul>	<ul style="list-style-type: none"> <li>- Has at least 10 lines</li> <li>- Well-chosen lines and phrases that may emphasized the Big Idea</li> <li>- The poem's meaning is somewhat clear, independent from the article.</li> </ul>	<ul style="list-style-type: none"> <li>- Doesn't have 10 lines</li> <li>- The lines don't address the Big Idea</li> <li>- The meaning of the poem is unclear</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Messy and unprofessional.</li> <li>- Shows lack of effort</li> </ul>

**Found Poem**

Directions:

1. Choose an assortment of words or phrases that connect to the Big Idea: **A realistic self-perception promotes a healthy state of mind** from the article, "Body-Image Pressure Increasingly Affects Boys."
2. Place those words and phrases in the best order that sounds like a poem and contains meaning. The poem does not need to rhyme or have meter. Repetition is acceptable, and there should be at least 10 lines when complete.

**Instructions for How to Write a Found Poem**

1. Carefully re-read the prose text you have chosen. Highlight or underline details, words and phrases that you find particularly powerful, moving, or interesting. Pull examples that demonstrate the enduring understanding, “An honest self-perception promotes positive change.”
2. On a separate sheet of paper, make a list of the details, words and phrases you underlined, keeping them in the order that you found them. Feel free to add others that you notice as you go through the prose piece again.
3. Look back over your list and cut out everything that is dull, or unnecessary, or that just doesn’t support the enduring understanding. Try to cut your original list in half.
4. As you look over the shortened list, think about the tone that the details and diction convey. The words should all relate self-perception and change.
5. Make any minor changes necessary to create your poem. You can change punctuation and make little changes to the words to make them fit together (such as change the tenses, possessives, plurals, and capitalizations).
6. When you’re close to an edited down version, if you absolutely need to add a word or two to make the poem flow more smoothly, to make sense, to make a point, you may add up to two words of your own. That’s two (2) and only two!
7. Read back over your edited draft one more time and make any deletions or minor changes.
8. Check the words and choose a title—is there a better title than “Found Poem”? (The answer is yes!)
9. Copy the words and phrases into your journal or type them in a word processor. Space or arrange the words so that they’re poem-like. Pay attention to line breaks, layout, and other elements that will emphasize important words or significant ideas in the poem.
  - Read aloud as you arrange the words! Test the possible line breaks by pausing slightly. If it sounds good, it’s probably right.
  - Arrange the words so that they make a rhythm you like. You can space words out so that they are all alone or all run together.
  - You can also put key words on lines by themselves.
  - You can shape the entire poem so that it’s wide or tall or shaped like an object (say a person or even you?).
  - Emphasize words by playing with boldface and italics, different sizes of letters, and so forth.
10. At the bottom of the poem, tell where the words in the poem came from.

For example, **Instructions adapted from “Found and Headline Poems” from *Getting the Knack: 20 Poetry Writing***

***Exercises by Stephen Dunning and William Stafford.***

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**DO-SAY CHART****“Body-Image Pressure Increasingly Affects Boys”**

<b>Section/Stanza/ Paragraph#</b>	<b>Do</b> <b>What is the author doing?</b> (Introducing, describing, explaining, emphasizing, foreshadowing, using symbolism, developing the conflict, ...)	<b>Say</b> <b>What is the author/text saying</b> (The specific details of the text, an easy to understand version of what the author is trying to communicate)
Paragraph 1	<i>Introduces the main issue/problem and highlights its possible source</i>	The writer reports that the public is well aware of the pressures that girls are faced with in order to achieve “the perfect figure,” but he goes on to explain that boys are increasingly under similar pressures.
Paragraph 2	<i>Provides the details from a study that supports the writer’s claim</i>	
Paragraph 3	<i>Uses expert opinion to further explain the study’s findings</i>	
Paragraph 4		Boys are more likely to be pressured to gain weight and muscle than to be thin.
Paragraph 5		
Paragraph 6		
Paragraph 7		
Paragraph 8		

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**DO-SAY CHART**

Paragraph 9		
Paragraph 10		
Paragraph 11		
Paragraph 12		
Paragraph 13		
Paragraph 14		
Paragraph 15		
Paragraph 16		

## ACADEMIC SUMMARY TEMPLATE

In the \_\_\_\_\_, \_\_\_\_\_,  
 (“A” Text Type) (title of text)  
 \_\_\_\_\_ the topic of  
 (Full name of author) (“B” Academic Verb)  
 \_\_\_\_\_. S/he \_\_\_\_\_  
 (topic/issue of text) (“C” Academic Verb + “that”)  
 \_\_\_\_\_.  
 (Author’s main argument/belief on the topic/issue)

Continue the summary by including the author's main points or the main events/ideas that support the issue written above.

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Ultimately, what \_\_\_\_\_ is trying to convey (through) his/her \_\_\_\_\_  
(author) (text type)

is \_\_\_\_\_  
(main point)

## A Types of Texts

essay  
editorial  
article  
research paper  
narrative  
report  
letter  
speech  
short story  
vignette  
memoir  
poem  
novel  
movie  
drama/play

## B Precise Verbs

addresses	debates
discusses	disputes
examines	opposes
explores	contests
considers	
questions	
analyzes	
scrutinizes	
criticizes	
comments on	
elaborates on	
focuses on	
reflects on	
argues for	
argues against	

## C Precise “Verbs + that”

asserts  
argues  
posits  
maintains  
claims  
notes  
proposes  
declares  
concedes  
states  
believes  
suggests  
implies  
infers  
intimates

## Connectors

in addition  
furthermore  
moreover  
another  
besides...also  
further  
additionally  
beyond....also  
....as well

@Sonia Munevar  
Gagnon

## Academic Summary

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

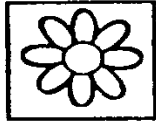
*Self-Perception***DECONSTRUCTION OF AN ACADEMIC SUMMARY RUBRIC**

<b>Performance Indicators</b>	<b>Outstanding</b>	<b>Passing</b>	<b>Needs Revision</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>- Addresses all parts of the prompt.</li> <li>- Includes a clear and concise topic sentence, sentence with key details paraphrased, and concluding statement that take understanding to a new level.</li> <li>- Provides strong evidence/information to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Addresses all parts of the prompt.</li> <li>- Topic sentence, key details paraphrased, and concluding sentence clear.</li> <li>- Provides sufficient evidence/information, via details/symbols/drawings to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Text does not address part of the prompt.</li> <li>- Includes irrelevant information.</li> <li>- Insufficient evidence to express ideas.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>- Uses appropriate and varied words, phrases, and clauses to create cohesion.</li> <li>- Uses precise language and topic-specific vocabulary.</li> <li>- Uses correct Standard English grammar and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses appropriate words, phrases, and clauses to create cohesion.</li> <li>- Uses precise language and topic-specific vocabulary.</li> <li>- Uses mostly correct Standard English grammar and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not use appropriate words, phrases, and clauses.</li> <li>- Uses mostly casual, conversational language.</li> <li>- Frequent miscues in Standard English grammar and conventions.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Messy and unprofessional.</li> <li>- Shows lack of effort</li> </ul>

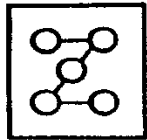
# Dimensions of Depth and Complexity



Language of  
the Discipline



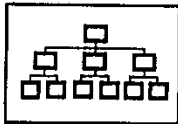
Details



Patterns



Trends



Rules



Ethics



Big Ideas



Over  
Time



multiple  
perspectives

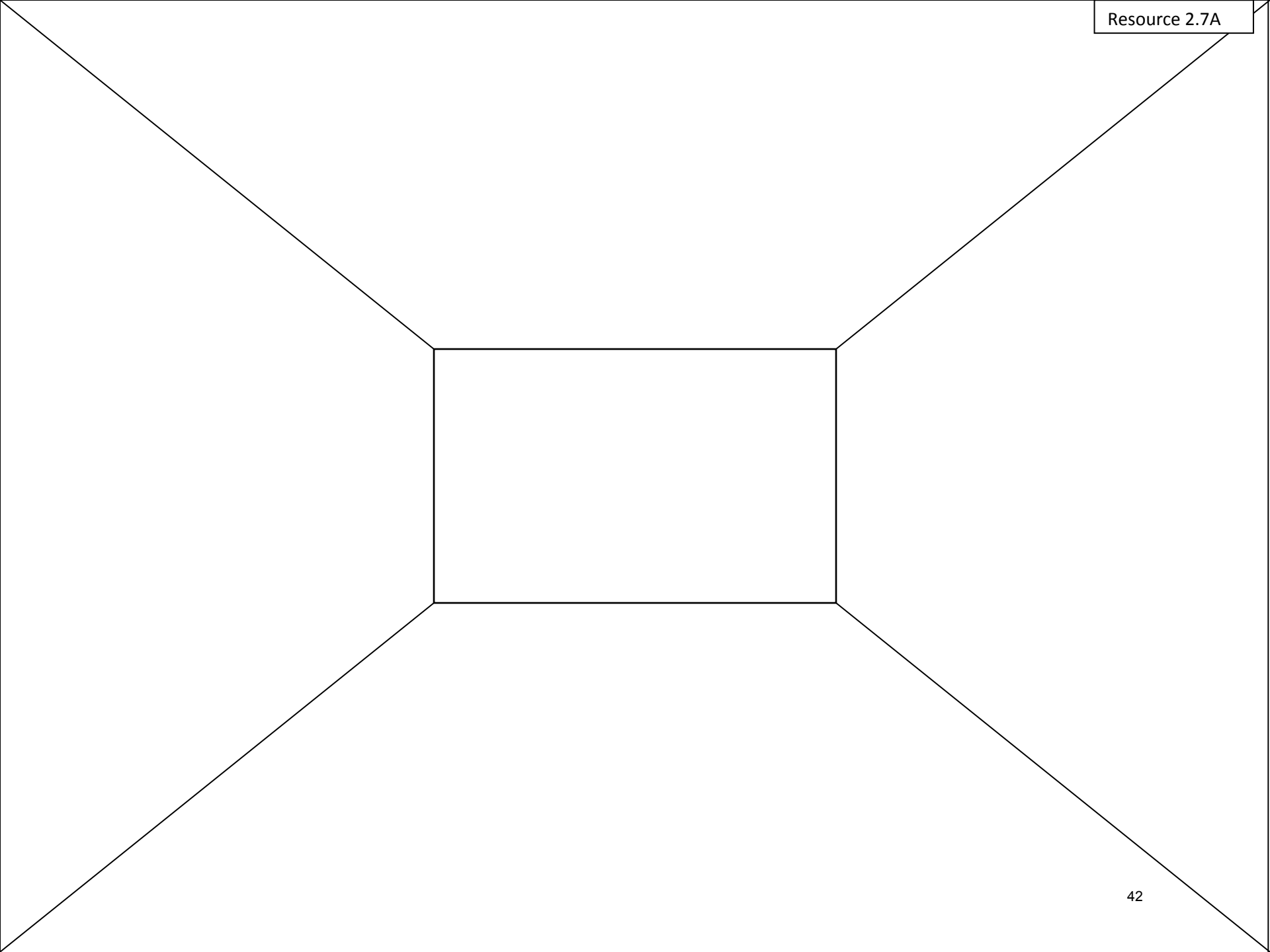
Points  
of View

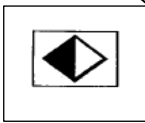
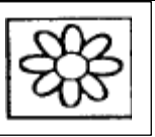
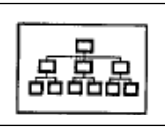


across disciplines

Across  
Disciplines

- Can be used in all disciplines
- Built with levels that take students deeper into the discipline
- Icons are used to prompt each level of depth and complexity
- Over time students will go deeper and gain a greater understanding of the content they are studying





**Body-Image Pressure  
Increasingly Affects Boys**





### Pre-reading 1-2-3 Sentence Starters

*Directions: You'll be making three predictions based on three pieces of information that you're about to witness. The first prediction is one sentence long. The next two are at least two sentences.*

#### Previewing based on the title

Because the title is "Smart Cookie," I predict this story will be about/have/include...

---



---



---

#### Previewing and revising based on the image

Before I thought "Smart Cookie would be about/have/include\_\_\_\_\_,"

---

but now I think\_\_\_\_\_

---

because\_\_\_\_\_

Looking at the picture, I believe the story may include\_\_\_\_\_

---

because (cite something in the picture)\_\_\_\_\_

---

#### Previewing and revising based on the background information

When I was looking at the picture, I predicted\_\_\_\_\_;

\_\_\_\_\_ however, now I see that

---

Another thing I can predict is\_\_\_\_\_

\_\_\_\_\_ because the text says\_\_\_\_\_

---

**Directions for Pre-reading 1-2-3:**

**Step 1** –The title is a clue to the meaning of a text. Write a one-sentence prediction about the story based on the title. Then then share your response with a partner. Predictions are reported to the class.

**Step 2** – Next, look at the image of Madame Butterfly (Resource 3.2). This time, write two sentences in your prediction. One sentence is a revision, before I believed... but now I think... The second sentence must use evidence from the image to support your prediction. Predictions are again reported to the class.

**Step 3** – Read the background paragraphs on page 507 of the Holt Literature Book 2<sup>nd</sup> Course. Write two sentences, the first sentence will be a revision of the previous predictions, and the second sentence will be an evidenced based prediction. Predictions are again reported to the class.





## SAY-MEAN-MATTER

---

*Your purpose in completing this chart is to analyze the “mother” character in “Smart Cookie.” Choose three significant quotes from your reading as evidence from the text that will help to analyze the character and put those quotes in the column labeled “SAY.” Then, explain the quotes in your own words in the center column for “MEAN” that you will be sharing with your group. Finally, after you have shared your quotes, make the connections among the texts in the column for “MATTER.”*

<b>Text</b>	<b>SAY</b>	<b>MEAN</b>	<b>MATTER</b>



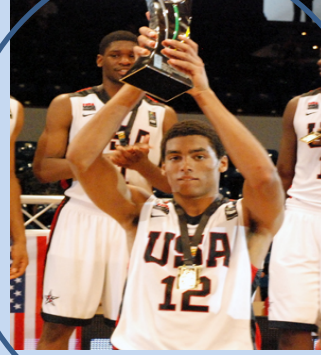
Literal



"Break a leg  
buddy!"



Figurative



"Break a leg  
buddy!"



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

***Self-Perception***  
**VERBAL IRONY COMIC RUBRIC**

Performance Indicators	Outstanding	Passing	Needs Revision
<b>Content</b>	<ul style="list-style-type: none"> <li>- The line from the story appears</li> <li>- There is a strong contrast in that viewers can describe between what was said and what was meant</li> <li>- Art is clean, and clear</li> </ul>	<ul style="list-style-type: none"> <li>- The line from the story appears</li> <li>- There is a strong contrast that can be described by the artist, but not necessarily the viewers.</li> <li>- Art can be explained</li> </ul>	<ul style="list-style-type: none"> <li>- The line from the story doesn't appear in the comic</li> <li>- The artist can't describe the contrast</li> <li>- Art can't be explained</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Neat and organized.</li> <li>- Follows guidelines for this work.</li> </ul>	<ul style="list-style-type: none"> <li>- Messy and unprofessional.</li> <li>- Shows lack of effort</li> </ul>

**Verbal Irony Comic**

Directions:

Draw a comic that demonstrates the contrast between what the mother was thinking when she said, "I was a smart cookie then," and what she really meant. You may use thought bubbles, dialogue bubbles, and detailed illustrations to get your point across.

## TEPAC Analytical Paragraph Chart

**Teacher-Posed Question/Prompt:** \_\_\_\_\_

**Student Response (Topic sentence/claim):** \_\_\_\_\_

<b>Evidence</b>	<b>Paraphrase Evidence</b>	<b>Analysis of Evidence</b>	<b>Concluding Statement</b>
Rewrite with Academic Language:	Rewrite with Academic Language:	Rewrite with Academic Language:	Rewrite with Academic Language:



## TEPAC Analytical Writing Language Supports

### SAMPLE LANGUAGE FRAMES AND SIGNAL WORDS/PHRASES

<p><u>Language Frames for Citing <b>E</b>vidence – “<i>What evidence do you have to support your topic sentence/claim?</i>”</u></p> <ul style="list-style-type: none"> <li>For example, on page____(or in lines ____), ____ says, “...”</li> <li>As an illustration, in the text on page____(or in lines____), it reads, “...”</li> <li>For instance, in the text it states, “...”</li> <li>To illustrate this idea/theme, the author describes...</li> <li>The description on page ____ (or</li> <li>The author sites evidence that illustrates...</li> </ul>	<p><u>Language Frames for <b>P</b>araphrasing Information – “<i>How can you paraphrase the evidence?</i>”</u></p> <ul style="list-style-type: none"> <li>In other words, ____ is ...</li> <li>In this quote,____compares/ describes/ refers to...</li> <li>At this point in the story/poem, ____ is ...</li> <li>That is to say,____feels/thinks/ believes ...</li> <li>In the literal sense/ Literally speaking, ...</li> <li>To sum up/ In summary, ____ ...</li> <li>According to ___, ...</li> <li>Basically, ____ is saying ...</li> </ul>	<p><u>Language Frames for <b>A</b>nalyzing Information – “<i>What is the significance of the evidence?</i>”</u></p> <ul style="list-style-type: none"> <li>From this, (I/we) can infer that ...</li> <li>I interpret this to mean ...</li> <li>The author (This) suggests/ conveys/ intimates/ implies/ illustrates ...</li> <li>____refers to / represents ...</li> <li>Possibly/ Maybe the character/speaker is ...</li> <li>... may suggest (is suggesting) that ...</li> <li>It seems to me that ...</li> <li>On a figurative level/ Figuratively speaking, ...</li> <li>Like/Similar to ___, ...</li> <li>____is compared to ____ because ...</li> <li>The author makes this comparison because/ so that ...</li> <li>The evidence highlights that...</li> <li>The author includes this fact to emphasize...</li> </ul>	<p><u>Language Frames for <b>C</b>onnecting to Theme/Claim – “<i>How can you connect the evidence back to your topic sentence/claim?</i>”</u></p> <ul style="list-style-type: none"> <li>____clearly suggests ...</li> <li>To sum up/ In summary, ...</li> <li>As one can see, ...</li> <li>____illustrates/ examines/ demonstrates...</li> <li>... connects with/to ...</li> <li>____emphasizes...</li> </ul>
<p><u>Signal Words/Phrases for Citing <b>E</b>vidence:</u></p> <ul style="list-style-type: none"> <li>For example</li> <li>As an illustration</li> <li>For instance</li> <li>To illustrate this idea/theme</li> </ul>	<p><u>Signal Words/Phrases for <b>P</b>araphrasing Information:</u></p> <ul style="list-style-type: none"> <li>In other words</li> <li>That is to say</li> <li>Literally speaking</li> <li>To sum up/ In summary</li> <li>According to</li> <li>Basically</li> </ul>	<p><u>Signal Words/Phrases for <b>A</b>nalyzing Information:</u></p> <ul style="list-style-type: none"> <li>Infer</li> <li>Interpret</li> <li>Suggest</li> <li>Convey/ Imply</li> <li>Illustrate</li> <li>May suggest</li> <li>Figuratively speaking</li> </ul>	<p><u>Signal Words/Phrases for <b>C</b>onnecting to Theme/Thesis:</u></p> <ul style="list-style-type: none"> <li>Clearly suggests</li> <li>To sum up</li> <li>As one can see</li> <li>Illustrate/examine/demonstrate</li> <li>Connect (to/with)</li> <li>Emphasize</li> </ul>

## Deconstruction of an Analytical Paragraph

### Typical Text Structure (TEPAC)

#### **T**opic Sentence

- Identify the text, author and publisher (if provided) + strong predicate + central idea/theme.

#### **E**vidence

- Include specific details from the text to support the topic sentence.

#### **P**araphrase evidence

- Use your own thinking and language to express the author's ideas.

#### **A**nalysis of evidence

- Explain the significance (provide an interpretation) of the evidence.

#### **C**oncluding statement

- Explain how the evidence connects back to the topic sentence/claim.

### Typical Language Features

- The Timeless present tense (unless past or future is required)
- Verbs used to express opinions
- Passive verbs are often used
- Signal words/phrases (conjunctions) for
  - Introducing evidence that supports the central idea/claim
  - Paraphrasing information
  - Explaining significance (analyzing evidence)
  - Making connections/Concluding
- Modality used to show strength of feeling (should, must, may)
- Vocabulary specific to the topic
- Strong and effective adjectives



## Summative Assessment for Grade 8 Self Image Unit

**Writing Prompt:** What advice would someone with a realistic self-perception give to someone with a poor self-image to promote a healthy state of mind?

Writing from the perspective of one of the authors of “Identity” or “Body Image Pressures Increasingly Affect Boys,” write a letter to the school-aged version of the mother from “Smart Cookie” giving her advice that reflects the big idea that a realistic self-perception promotes a healthy state of mind.

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[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

Self-Perception  
DO-SAY LETTER PREWRITING

Section/Stanza/ Paragraph#	Do What is the author doing? (Introducing, describing, explaining, emphasizing, foreshadowing, using symbolism, developing the conflict, ...)	Say What is the author/text saying (The specific details of the text, an easy to understand version of what the author is trying to communicate)	Rubric How you'll be scored
Paragraph 1	<i>Introduce yourself and your purpose for writing the letter</i>		Your identity and purpose are clear and concise  _____ / 5
Paragraph 2	<i>Define honest realistic self- perception and explain why it's important</i>		A clear definition is provided with evidence grounded in one or more of the texts  _____ / 20
Paragraph 3	<i>Write a plan that explains how to improve life, make good decisions, and promote a healthy state-of- mind</i>		There is clear advice, that is sound, responsible, and achievable  _____ / 25



Name \_\_\_\_\_

School's Street Address \_\_\_\_\_

School's City, State and Zip Code \_\_\_\_\_

Today's Date \_\_\_\_\_

Dear \_\_\_\_\_,

My name is \_\_\_\_\_. I am \_\_\_\_\_

I am writing this letter because ... *(Complete this sentence by explaining your purpose for writing.)*

---

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---

---

To begin with, it is important to define what is meant by a realistic self-perception. A realistic self-perception is \_\_\_\_\_

---

This is important because \_\_\_\_\_

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Lastly, I recommend (Explain how you believe her life could be improved by making good decisions and how those decisions will promote a healthy state of mind)

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---

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Sincerely, \_\_\_\_\_

