

Instructional Supports and Resources

K-PREP Sampler Support Grade 8

Reading
8/20/2012

This document provides teachers with instructional supports for effectively teaching the standards that are measured by the sample released K-PREP mathematics items.

8th Grade

Reading

Released items are representative of assessment items on the Kentucky Performance Rating for Educational Progress (K-PREP). This resource is designed to assist teachers in utilizing the released K-PREP items as instructional tools. Test items could often reasonably be aligned with multiple standards. Based on numerous factors, the Kentucky Department of Education (KDE) and Pearson made decisions as to which standard each item would assess. Consequently, the resources below support the teaching of the standard assessed with the corresponding released item. This is by no means a comprehensive list, nor is the particular standard addressed more or less important to classroom instruction than any other. Please see KDE's website for additional information on addressing the Kentucky Core Academic Standards.

<p>Sampler Item 7 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.</p>	<p>http://www.learner.org/inorth/tm/hotdog.html Overview: Students practice using and explaining analogies that reveal their understanding of new concepts. This lesson is based on science and analogous thinking.</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-6-12.pdf See page 24. Impact Color Strategy is used to address this standard.</p> <p>http://www.p12.nysed.gov/apda/common-core-sample-questions/ For each grade level 3-8 the New York State Department of Education has created sample questions to help students, parents and educators better understand the instructional shifts demanded by the <i>Common Core State Standards</i> and the rigor required to ensure that all students are on track to college and career readiness. Access questions by grade level by scrolling down to the bottom of the page and choosing the appropriate link.</p> <p>http://education.ky.gov/curriculum/ELA/Documents/Literacy%20Link%20DECEMBER%202010.pdf The December 2010 issue of KDE's <i>Literacy Link</i> newsletter explores language as it relates to the <i>Common Core State Standards</i> and includes a vocabulary strategy that involves students in the process of connecting new vocabulary knowledge to prior knowledge through reading, writing, speaking and listening.</p> <p>http://education.ky.gov/curriculum/ELA/Documents/Literacy%20Link%20NOVEMBER%202010.pdf The November 2010 issue of KDE's <i>Literacy Link</i> newsletter includes a vocabulary strategy called "text impressions"- a pre-reading activity that you can do with a relatively short piece of text.</p> <p>https://www.teachingchannel.org/videos/teaching-poetry-with-visualization Using poetry, a teacher addresses denotation and connotation through discussion, close reading and drawing.</p>
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<p>Sampler Item 8</p> <p>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.</p>	<p>http://www.p12.nysed.gov/apda/common-core-sample-questions/</p> <p>For each grade level 3-8 the New York State Department of Education has created sample questions to help students, parents and educators better understand the instructional shifts demanded by the <i>Common Core State Standards</i> and the rigor required to ensure that all students are on track to college and career readiness. Access questions by grade level by scrolling down to the bottom of the page and choosing the appropriate link.</p> <p>https://www.teachingchannel.org/videos/high-school-literature-lesson-plan?utm_source=Alpha+List&utm_campaign=d245033d36-Newsletter+June30+2012&utm_medium=email</p> <p>2010 National Teacher of the Year Sarah Brown Wessling addresses another <i>Common Core State Standards</i> shift in this video: the shift away from texts taught in isolation.</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-6-12.pdf</p> <p>See page 29 for an overview of the use of a discussion web when teaching this standard.</p> <p>http://www.civilwarinart.org/lessonplans/CWIA_NaughtonLincolnandTadVisitRichmond.pdf</p> <p>In this lesson, students compare and contrast artwork and excerpts from primary source documents that are about the same historical event. While analyzing different interpretations of the past, they will explore the possible reasons artists and writers develop diverse points of view concerning one incident. In the end, students will recognize the need to examine multiple sources to construct their own interpretation of a past event.</p> <p>https://www.teachingchannel.org/videos/jigsaw-method?fd=1</p> <p>This Teaching Channel Video shows students considering different elements of an argument through a jigsaw reading strategy. This strategy includes speaking and listening standards as well as close reading.</p> <p>http://education.ky.gov/curriculum/lit/Pages/Kentucky-Cognitive-Literacy-Model.aspx</p> <p>This site focuses on student engagement and motivation, strategic processing of content, research-based instructional strategies and explicit teaching of communication skills. For a specific strategy from this model, scroll down to "Text-based Instruction." Included are entire instructional materials and classroom resources.</p>
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