

COMMON CORE STANDARDS ADDRESSED IN THIS RESOURCE

The following Common Core Standards are addressed throughout the reading passages, discussion questions, role play activities, and writing suggestions found within this resource.

Reading

- 6.RL.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 7.RL.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- 7.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 7.RI.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 8.RL.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.
- 8.RL.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.
- 8.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 8.RI.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.

Writing

- 6.W.1 - Write arguments to support claims with clear reasons and relevant evidence.
- 6.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.W.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.
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Speaking and Listening

6.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

6.SL.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

7.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

7.SL.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

7.SL.6 - 6.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

8.SL.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

6.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

7.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

7.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

8.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

8.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Table of Contents

How to Use This Book 9



1. *Lady in the Cave* Retold by Greta B. Lipson 10

The Truth Shall Set You Free

Point of View—Discussion Questions..... 15

Improvisation—Role Play Variations..... 16

Writing Suggestions 17

Student Comment..... 18



2. *You Can Take It with You* By Greta B. Lipson 19

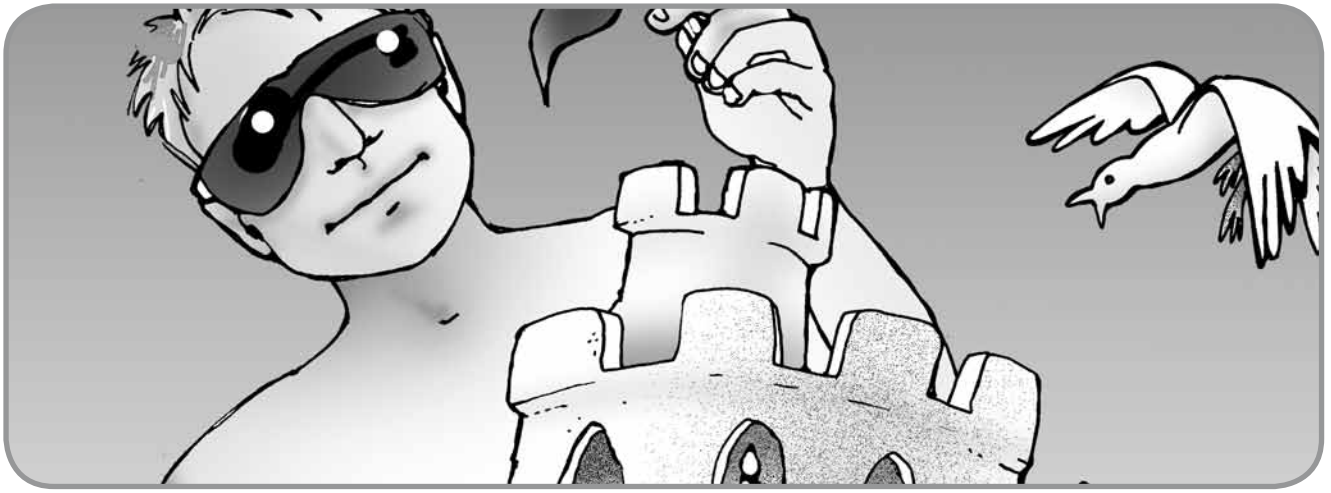
A Promise Is a Bond Sanctified by Trust

Point of View—Discussion Questions..... 25

Improvisation—Role Play Variations..... 26

Writing Suggestions 27

Student Comment..... 28



3. *Sand Art, on Deadline* Anonymous 29

Talent Is a Divine Gift—Not to Be Squandered

Ephemeral Art.....	32
Rube Goldberg	33
For the Teacher.....	34
Point of View—Discussion Questions.....	35
Improvisation—Role Play Variations	36
Writing Suggestions	37
Student Comment.....	38



4. *The Blanket* Retold by Greta B. Lipson 39

We Reap as We Have Sown

Point of View—Discussion Questions.....	46
Improvisation—Role Play Variations	47
Writing Suggestions	48
Student Comment.....	49

Lady in the Cave^{*}

Synopsis

Emmis is a very serious man who leaves his home and family to search for the meaning of truth. He travels over the far reaches of the land when, haggard and depleted, he finds the Lady in the Cave on a mountaintop. Her name is Verity, and she is eternally dedicated to truth. Aged and frail, by the hardships of life, Emmis stays on as her student to learn the mysteries of truth. After a year of study and revelation, he prepares to leave and gratefully asks Verity what he can do to repay her kindness. Her response fills Emmis with consternation!

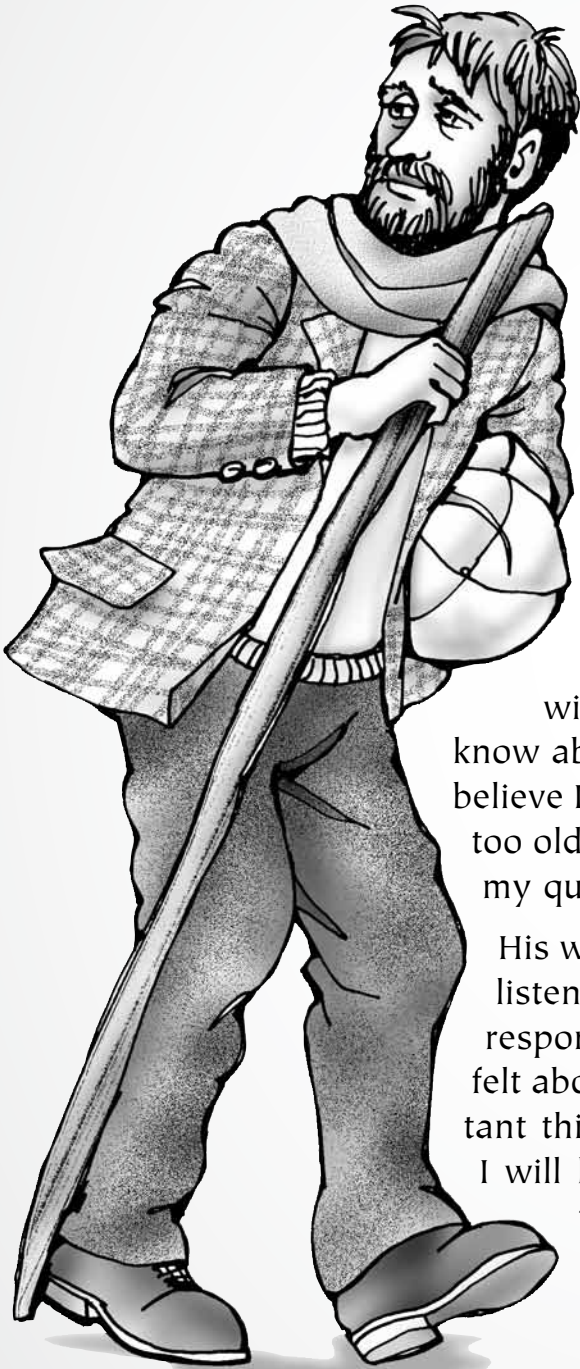


^{*}Retold by Greta B. Lipson, Ed.D. from Favorite Folktales from Around the World, edited by Jane Yolen (New York: Random House, 1986)

Lady in the Cave

The Truth Shall Set You Free

Retold by Greta B. Lipson



There once was a man by the name of Emmis who was highly respected in his town. He was known to be a most honest and upstanding citizen who was trusted by all. He was, however, a very serious person and was always searching for the meaning of truth. A man such as Emmis was rarely heard to laugh, and he was not much fun to be with. As a matter of fact, he had become terribly boring in his zealous pursuit of the truth and was generally avoided by those who were more light of heart!

Emmis plodded along—never satisfied that the ultimate secrets of honesty had been revealed to him. The fact that others were not so consumed was of little interest to him. One day he went to his wife and said, “I really must satisfy my yearning to know about the meaning of truth and how it is acquired; I believe I must go in search of the answers before I become too old to travel—for I have no way of knowing how long my quest will take.”

His wife Martha was a strong and patient woman. After listening carefully to what her husband expressed, she responded with understanding, “I know how you have felt about this for your entire life, and I know how important this matter is to you. Do what you have to do and I will love you all the same. We shall all look forward to your return no matter how long it takes you.” Some say she must have been relieved to be rid of her husband with his constantly furrowed brow and persistent musing!