



**McDougal Littell, Close Read, Grade 8, Unit 3, *The Monkey's Paw***

**Standard 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.*

**Standard RL 8.4:** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings....*

**Standard W 9:** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

**Close Read Day One Overview (1-3 days)**

(Before Day One) Teacher introduces the next day's passage with minimal commentary and students read it entirely and annotate it for homework

1. (On Day One) Teacher introduces focus section of the passage (5 minutes)
2. Teacher reads the passage out loud to the class as students follow along and add to their original annotations (10 minutes)
3. In **guided practice**, students reread, discuss, and answer text-based questions about the passage (25 minutes)
4. In **collaborative practice**, class discusses answers to text-based questions (10 minutes)
5. **Independently**, students answer text-based questions about the passage ( 15 minutes)
6. In **collaborative practice**, class discusses answers to text-based questions (10 minutes)

Text Passage under Discussion	Directions for Teachers/Text-Based Questions for Students
<p><b>McDougal Littell, Close Read, Grade 8, Unit 3, <i>The Monkey's Paw</i>, pp. 360-370</b></p> <p><b><i>Focus section pp. 360-363</i></b></p>	<p><b>1. Introduce the focus section of the passage.</b> Teacher <b>sets the purpose</b> for reading and <b>gives minimal commentary about the text at the onset</b>. This close reading approach <b>forces students to rely on the text instead of privileging background knowledge</b> and provides equal access for all students as they seek to comprehend the text. Students read closely to determine what the text explicitly states and to make logical inferences. It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts without the aid of prefatory material, extensive notes, or even teacher explanations.</p> <p>Example of minimal commentary: <i>This is a short story.</i></p> <p><b>2. Read the passage out loud to the class as students follow along and add to their original annotations.</b> <b>Speaking clearly and carefully</b> will allow students to follow the author's narrative, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling of the reading <b>provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English.</b></p>



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<p><i>McDougal Littell, Close Read, Grade 8, Unit 3, The Monkey's Paw, pp. 360-370</i></p> <p><i>Focus section pp. 360-363</i></p>	<p><b>3. In guided practice students reread, discuss, and answer text-based questions about the passage.</b></p> <p>As students move through these questions and reread the text, be sure to <b>check for and reinforce their understanding of academic vocabulary in the corresponding text.</b> At times, the questions themselves may focus on academic vocabulary. Students cite specific textual evidence to support conclusions drawn from the text. Teacher <b>checks for understanding by asking students for evidence from the text.</b></p> <p><i>(Where did you find that in the text?)</i></p> <p><b>(Q1) Why does the father say <i>Hark at the wind?</i></b> (p. 360, line7) It's an exclamatory statement ... <i>having seen a fatal mistake after it was too late, was amiably desirous of preventing his from seeing it</i> (p. 360, lines 7-8).</p> <p><b>(Q2) Explain the statement, <i>I should hardly think that he'd come tonight?</i></b> (p. 360, line 11) They are expecting a guest and fear because they live in an obscure location the guest may not find his or her way ... <i>of all the beastly, slushy, out-of-the-way places to live this is the worst. Pathway's a bog, and the road's a torrent</i> ... (p. 360, lines 14-18).</p> <p><b>(Q3) Why does the Sergeant-Major respond <i>hastily</i> to Mr. White's inquiry about the monkey's paw?</b> (p. 360, line 49) He does not want to talk about the monkey's paw. He may think it is superstitious and not want to talk about it.</p> <p><b>(Q4) What is the <i>Monkey's Paw</i>?</b> <i>Well it's just a bit of what we might call magic ... it's an ordinary little paw, dried to a mummy</i> (p. 362, lines 51-57)</p> <p><b>4. In collaborative practice, class discusses answers to text-based questions.</b> Teacher facilitates a <b>group discussion to check for understanding</b> of previously assigned text-based questions.</p>



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<p><i>McDougal Littell, Close Read, Grade 8, Unit 3, The Monkey's Paw, pp. 360-370</i></p> <p><i>Focus section pp. 360-363</i></p>	<p><b>5. Independently, students answer text-based questions about the passage.</b> Students move through another set of text-based questions independently. Teacher monitors, facilitates, and checks for application.</p> <p><b>(Q5) What happened to the Monkey's Paw?</b> <i>According to sergeant-major it had a spell put on it by an old fakir...</i></p> <p><b>(Q6) What is the significance of the <i>Monkey's Paw</i>?</b> (p. 362, line 60) <i>The Fakir ... wanted to show that fate ruled people's lives, and those that interfered with it did so to their sorrow. He put a spell on it so that three separate men could each have three wishes from it</i> (p. 363, lines 62-65).</p> <p><b>Note examined and inquired as academic vocabulary</b> (lines 59, 60, 61).</p> <p><b>(Q7) Explain how the sergeant-major received the <i>Monkey's Paw</i>?</b> <i>The first man had his three wishes ... I don't know what the first two wishes were, but the third was for death. That's how I got the paw</i> (p. 363, lines 74-75).</p> <p><b>(Q8) In reference to the <i>Monkey's Paw</i>, why does sergeant-major say <i>Pitch it on the fire again like a sensible man</i>?</b> <i>Sergeant-major does not believe the <i>Monkey's Paw</i> brings good fortune. ... It has caused enough mischief already ... Better let it burn ... I threw it in the fire. If you keep it, don't blame me for what happens</i> (p. 363, lines 81-92).</p> <p><b>Note examined and inquired as academic vocabulary</b> (lines 93, 94).</p> <p><b>6. In collaborative practice, class discusses answers to text-based questions.</b> Teacher facilitates a <b>group discussion</b> to <b>check for understanding</b> of previously assigned text-based questions.</p>



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**Standard W 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Close Read Day Two Overview (1-3 days)**

1. (On Day Two) Teacher reads the focus section of the passage out loud as students follow along and add to their original annotations (10 minutes)
2. In **guided practice** students reread, discuss, and answer text-based questions about the passage (25 minutes)
3. In **collaborative practice**, class discusses answers to text-based questions (10 minutes)
4. **Independently**, students answer text-based questions about the passage (15 minutes)
5. In **collaborative practice**, class discusses answers to text-based questions (10 minutes)

Text Passage under Discussion	Directions for Teachers/Guiding Questions For Students
<p><b>McDougal Littell, Close Read, Grade 8, Unit 3, The Monkey's Paw, pp. 360-370</b></p> <p><b>Focus section pp. 364-366</b></p>	<p><b>1. Teacher reads the focus section of the passage out loud to the class as students follow along in the text and add to their original annotations.</b></p> <p>Speaking clearly and carefully will allow students to follow the author's narrative, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling of the reading <b>provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English.</b></p> <p><b>2. In guided practice students reread, discuss, and answer text-based questions about the passage.</b></p> <p>As students move through these questions and reread the text, be sure to <b>check for and reinforce their understanding of academic vocabulary in the corresponding text.</b> At times, the questions themselves may focus on academic vocabulary. Students cite specific textual evidence to support conclusions drawn from the text. Teacher <b>checks for understanding by asking students for evidence from the text.</b></p> <p><i>(Where did you find that in the text?)</i></p>



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<p><b>McDougal Littell, Close Read, Grade 8, Unit 3, <i>The Monkey's Paw</i>, pp. 360-370</b></p> <p><b>Focus section pp. 364-366</b></p>	<p><b>(Q9) What does Herbert mean by ... <i>we shan't make much out of it?</i></b> (p. 364, line 110) They did not believe sergeant-major's story about the Monkey's Paw.</p> <p><b>Note inquired as academic vocabulary</b> (p. 364, lines 111).</p> <p><b>(Q10) Why does the author say <i>Mr. White took the paw from his pocket and eyed it dubiously?</i></b> (p. 364, line 120) Although Mr. White said that he did not believe the story about the paw, he was skeptical.</p> <p><b>(Q11) Explain what happens immediately after Mr. White makes a wish holding the talisman.</b> <i>It moved, he cried, with a glance of disgust at the object as it lay on the floor. As I wished, it twisted in my hand like a snake</i> (p. 364, lines 130-133).</p> <p><b>(Q12) Compare Mr. White's <i>little uneasy laugh</i> to when he <i>laughed at his fears at breakfast the next day?</i></b> (p. 365 lines 148-152) Mr. White became frightened by the paw as he sat in front of the fire. He saw faces including one that resembled a monkey's face, and grasped the paw. (lines 146-47) At breakfast, Mr. White ... <i>laughed at his fears</i> (p. 365, line 152).</p> <p><b>3. In collaborative practice, class discusses answers to text-based questions.</b> Teacher facilitates a group discussion to check for understanding of previously assigned text-based questions.</p>



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<p><b>McDougal Littell, Close Read, Grade 8, Unit 3, <i>The Monkey's Paw</i>, pp. 360-370</b></p> <p><b>Focus section pp. 364-366</b></p>	<p><b>4. Independently, students answer text-based questions about the passage.</b> Students move through another set of text-based questions independently. Teacher monitors, facilitates, and checks for application.</p> <p><b>(Q13) What is Herbert's initial attitude toward the paw?</b> Herbert is sarcastic and irreverent toward the paw. He does not believe in the power of the paw. He is not superstitious (pp. 364-366, lines 143-145, 162-164).</p> <p><b>(Q14) Explain which literary device(s) are used in the following passage: <i>Well don't break into the money before I come back...I'm afraid it will turn you into a mean, avaricious man, and we shall have to disown you. (lines 162-4)</i></b> Irony – Herbert never returns. Foreshadowing – Herbert is going to die.</p> <p><b>(Q15) Compare and contrast Mrs. White's attitude toward the paw?</b> Mrs. White laughed with her son as he made jokes about the paw. Mrs. White patronizes her husband regarding the paw. Yet, she rushes for the postman to see if the two hundred pounds were in the mail. Mrs. White also makes a connection with the clothes of the stranger believing he may be bringing the money (p. 366, lines 156-181).</p> <p><b>(Q16) Describe the mysterious movements of a man outside?</b> <i>... peering in an undecided fashion at the house appeared to be trying to make up his mind to enter ... Three times he paused at the gate and then walked on again. The fourth time he stood with his hand upon it, and then with sudden resolution flung it open and walked up the path...</i> (p. 366, lines 178-183).</p> <p><b>(Q17) What do you know about the stranger's state of mind?</b> He was very nervous. <i>...seemed ill at ease ...he was at first strangely silent. I—was asked to call he said at last, and stooped and picked a piece of cotton from his trousers</i> (p. 366, lines 186-192)</p> <p><b>Note conclusions as academic vocabulary (lines 196).</b></p> <p><b>5. In collaborative practice, class discusses answers to text-based questions</b> Teacher facilitates a <b>group discussion</b> to <b>check for understanding.</b></p>



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**Close Read Day Three Overview (1-3 days)**

1. (On Day Three) Teacher rereads the focus section of the passage out loud to the class as students follow along (5 minutes)
2. In **guided practice** students reread, discuss, and answer text-based questions about the passage (25 minutes)
3. **Independently**, students answer text-based questions about the passage (15 minutes)
4. In **collaborative practice**, discuss answers to text-based questions (10 minutes)
5. For homework, teacher introduces the Writing Prompt for Day Four, students gather textual evidence to respond to the prompt

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**Standard RI 8.6:** *Analyze how particular lines of dialogue or incidents in a story or drama propel action, reveal aspects of a character....*

### Culminating Text-Based Question

Student Prompt: **The sergeant-major explains that the *fakir*... wanted to show that fate ruled people's lives, and that those who interfered with it did so to their sorrow. Explain the relationship of the monkey's paw to fate in the story. (lines 63-4).**

Independently, students review the narrative for textual evidence to explain the relationship of the monkey's paw to fate in the story (lines 63-4).

Students' review their textual evidence and consider the relationship of the monkey's paw to fate in the story (lines 63-4).

Students might use a prewriting strategy (possible resources from the *Best Practices Toolkit*, Mapping main ideas and details C6, C45).

Students might use a type of organizer (possible resources from the *Best Practices Toolkit*, Literary Analysis, Writing C32).

Teacher explicitly models ways to structure of a response to literature Teacher and student discuss the structure that makes sense given their evidence. Students are encouraged to share their ideas about how to structure of the narrative text type. Teacher and students create a class generated chart with criteria.

Teacher distributes a model of a response to literature (possible resources from the *Best Practices Toolkit*, Response to Literature C41).

Students draft their essays (Microtheme C13, C52). Students trade essays with partners and provide feedback (possible resources from the *Best Practices Toolkit* Peer Response Guide, Writing C14). Students revise their essay using peer feedback, class generated criteria chart, and grading criteria as guides (possible resources from the *Best Practices Toolkit*, Read-Around Groups, Writing C15).