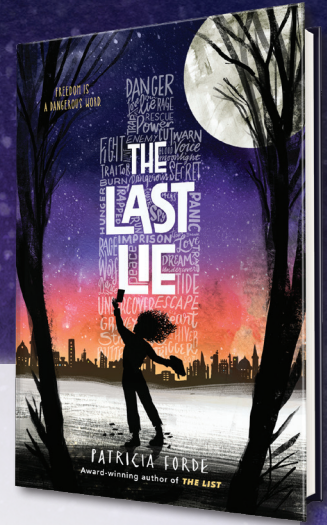




An Educator Guide for THE LAST LIE

WRITTEN BY PATRICIA FORDE



A Common Core State Standards Aligned Activity Guide

Note: The activities in this guide align with Common Core State Standards for Grades 6, 7 & 8, but standards for other grades may also apply.

Prepared by We Love Children's Books

ABOUT THE BOOK

In this powerful conclusion to *The List*, Letta wields the power of words to save the world. The city of Ark is no longer safe. Before the rebellion, everyone could only speak List, a language of just 500 words. But when Letta became the Wordsmith, the keeper of all the words that have ever existed, she learned that being able to express yourself is what makes us human. And now, the new ruler has wicked plans to eliminate language once and for all: if babies never hear a single word, they will never learn to speak. Letta and the other rebels must find a way to defeat the evil for good before they lose the very thing that will set them free. Words hold power—and Letta wields them fiercely in this conclusion to the ALA Notable book *The List*.

Perfect for readers of *The Giver* and *The City of Ember*, *The Last Lie* is an excellent tool to start discussions on censorship, freedom of speech, and the power of language.

ABOUT THE AUTHOR

Patricia Forde lives in Galway in the west of Ireland. She writes both middle grade fiction and picture books. She has also written four plays, as well as several television drama series for children and teenagers. In another life, she was a primary school teacher and the artistic director of Galway's famous International Arts Festival. She lives with one husband, two teenagers, and a dog named Ben in a house in the middle of a small wood. In her spare time, she collects vintage children's books and reads them late night. Visit her online at patriciafordeauthor.com.



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PRE-READING QUESTIONS AND ACTIVITIES

The Last Lie is the sequel to *The List*. Before students read this book, review as a class the plot and characters from the first book and the details of the world where this story is set. Why do students think authors write sequels? Do students like sequels or books that are part of a series? If they read *The List*, had they expected a sequel? What do they predict will happen in this story?

The Last Lie is a work of science fiction. How would students define this genre? Have they read other science fiction books? What are the advantages and disadvantages an author has when writing science fiction?

This book deals with demonstrations and uprisings that grow into a revolution. Why do people hold demonstrations in this country? What kind of things are they protesting? What are they trying to achieve? Have students ever been involved in a protest or demonstration?

VOCABULARY

Have students make a vocabulary record sheet with four columns. As they read, have them record unfamiliar words and phrases and the page where they appear in the first column. Have them derive the meaning from context in the second, and record the dictionary meaning in the third. In the fourth column, have them select a synonym that could have been used instead. As a class, discuss students' vocabulary lists. Why did the author choose those specific words? What words would students like to incorporate into their everyday vocabulary?

RL 6.4, 7.4, 8.4

SL 6.1, 7.1, 8.1

L 6.4, 6.5, 6.6, 7.4, 7.5, 7.6, 8.4, 8.5, 8.6

POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

SEQUEL

The Last Lie is the sequel to *The List*. Together, these books tell the continuing story of Letta, Marlo, and their friends as they attempt to overthrow the cruel leaders of Ark—but these books are very different from each other. As a class, discuss the differences between the first book and the second book. Does one have more action than the other? Is one more concerned with worldbuilding? How do the two books work together to grip the reader's attention? Do students think *The Last Lie* stands on its own, or does one need to have read *The List* to really enjoy it? Do students think there could be another book set in this world? What might it be about?

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READING COMPREHENSION: POINTS TO DISCUSS

- What was a “hedge school”?
- How did the gavvers capture the Creators?
- Why had Letta returned to Ark when she encountered Carver?
- Where did Letta and Marlo go when they had to flee after Carver's death?
- How did Letta and Marlo find Edgeware?
- Why did Amelia start kidnapping infants?
- What was it about the hunter's shack that drew Letta back to it?
- Who did Letta discover at the baby farm?
- Why did Marlo not want Letta to tell Finn that she thought she had seen Leyla?
- How were Rosco and Finn different in their attitudes toward bringing changes to Ark?
- Why did Amelia send a letter asking to negotiate with Letta?
- How did Werber's feelings about Letta change over the course of the book?
- What did Turc do to help Letta and her allies?
- How were Letta, Marlo, and Finn rescued from the gallows?
- How did Letta plan to neutralize Werber during the final negotiations with Amelia on the beach?
- What did Thaddeus give Letta before her speech, and what was the significance of it?

RL 6.1, 7.1, 8.1

SL 6.1, 7.1, 8.1

LETTA'S TRANSFORMATION

Break the class into small groups and have them explore Letta's transformation into a leader. Have them find examples that show Letta doubting herself and not wanting responsibility. Why does she feel that way? In chapter 25, Letta recommits herself to trying to change her world. What leads up to this decision? How does it change her actions going forward? Bring the groups together to share their insights.

RL 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3

SL 6.1, 7.1, 8.1

PERSPECTIVE

This book is told from Letta's point of view. As a class, select a scene from the book and discuss how it might be different if told from another character's point of view. For example, how would Marlo have described Letta's return to Ark to ask about the missing infants? How does his point of view contrast with Letta's? Now have each student select a pivotal scene and rewrite it as seen through the eyes of a different character. Come together as a class and compare the rewritten scenes to the originals. How does telling the scene from a different point of view change the way the reader sees the action?

RL 6.1, 6.6, 7.1, 7.6, 8.1, 8.6

W 6.3, 6.4, 6.5, 7.3, 7.4, 7.5, 8.3, 8.4, 8.5

SL 6.1, 7.1, 8.1

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RISE UP

Compare Werber's speech at the gallows to what Letta yells to the crowd and to her speech at the same location after the revolution. How are they different?

RL 6.1, 7.1, 7.3, 7.6, 8.1, 8.3

SL 6.1, 7.1, 8.1

THEMES & IDEAS

Spend some time discussing the main themes of this book and how they are developed in the story. Then break students into small groups and assign each one a theme for further study. Have the group select passages from the book that help illustrate their chosen theme and read these passages aloud to the rest of the class. Can the class guess the theme based on the passages the group has chosen? Have the group explain how these passages develop their theme in the book. As a class, discuss the relationship of this theme to the characters, setting, and plot. What message does the author want to convey to the reader?

RL 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3

SL 6.1, 7.1, 8.1

PLOT MAP

The Last Lie is an action-packed story that takes place in many locations. Have students create a poster illustrating the key settings and mapping Letta's journey through the story. Have them identify which critical scene takes place in each location, how each scene advances the action of the story, and where the characters go next. Have volunteers share their posters and compare the locations that appear on them.

RL 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3

SL 6.1, 6.5, 7.1, 7.5, 8.1, 8.5

MY FAVORITE SCENE

Come together as a class and have students volunteer their favorite scenes from *The Last Lie*. After the discussion, have each student select a favorite passage of the book to be the subject of a brief essay. Citing specifics from the text, the essay should address the significance of this scene in the plot, how it reveals aspects of the characters, and ultimately why the student likes this scene. Does the student feel this passage is particularly well written? Is it exciting? Thought provoking? Break the class into pairs to review their essays and have them revise their work based on peer feedback. After revision, come together as a class and discuss the scenes the students chose.

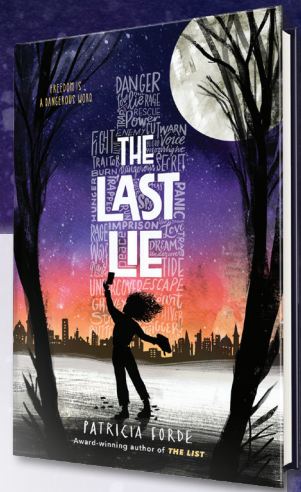
RL 6.1, 6.3, 7.1, 7.3, 8.1, 8.3

W 6.1, 6.4, 6.5, 6.10, 7.1, 7.4, 7.5, 7.10, 8.1, 8.4, 8.5, 8.10

SL 6.1, 7.1, 8.1

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EPIGRAPHS

Each chapter begins with a word card, like Letta used to create when she lived in Ark and was the Wordsmith. Each card has a word and its definition and identifies it as “List” or “Non-List.” As a class, review the Non-List words, and discuss their significance and why they are not part of List. How do the definitions of these words reflect the reality of Ark? How does each word provide a hint into what is going to happen in the chapter?

RL 6.1, 6.2, 6.4, 7.1, 7.2, 7.4, 8.1, 8.2, 8.4

SL 6.1, 7.1, 8.1

L 6.5, 7.5, 8.5

THE MELTING

The Last Lie is set in a world that has been ravaged by an environmental disaster referred to as the Melting. Break students into pairs and have them review the book looking for references as to what happened that destroyed civilization and to the lingering effects of the disaster. Come together as a class and compile a list of examples the pairs identified. How did including these details contribute to the story?

RL 6.1, 6.2, 6.5, 7.1, 7.2, 8.1, 8.2

SL 6.1, 7.1, 8.1

LANGUAGE LIMITS

After he manages to create the haven that is Ark, John Noa focuses on limiting the ability of its residents to communicate. After he dies, Amelia takes his ideas even further. Why do John Noa and Amelia think it is important to do this? What do the leaders of Ark do to limit people’s ability to speak? Why did Amelia have infants taken from their families, and what is her new plan? How did their efforts to stop people from learning speech affect people in Ark? How do Letta and the Creators feel about this?

RL 6.1, 6.2, 6.5, 7.1, 7.2, 8.1, 8.2

SL 6.1, 7.1, 8.1

DEAR FINN

After Finn and the other Creators are captured by gavvers, Letta and Marlo flee. They meet Rosco and his rebels in the woods and learn new things about Amelia and her plans for Ark. Have students pretend they are Letta and write a letter to be smuggled to Finn that will tell of her adventures and what she has discovered. What would Finn need to hear about? Break students into pairs, exchange papers, and revise their work based on peer feedback before turning in the final copy.

RL 6.1, 6.2, 6.5, 7.1, 7.2, 8.1, 8.2

W 6.3, 6.4, 6.5, 6.10, 7.3, 7.4, 7.5, 7.10, 8.3, 8.4, 8.5, 8.10

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AGENTS OF CHANGE

The revolution that finally overthrows Amelia and frees Ark has many causes, all of which come together to create enough momentum to make a change to the world created by John Noa. Come together as a class and discuss the different forces at work on both sides of the uprising. Break the class into groups and assign them each one of these forces. Have them read the passages about their assigned group and prepare a presentation to the class where they pretend to be members of their assigned group and, using specifics from the text, walk the class through their group's motivations and the impact they had on the events in the story. Once all the presentations have been made, allow volunteers to defend their group's approach and significance.

RL 6.1, 6.2, 6.5, 7.1, 7.2, 7.6, 8.1, 8.2

SL 6.1, 6.3, 6.4, 7.1, 7.3, 7.4, 8.1, 8.3, 8.4

Visit the *Common Core State Standards* website to read about the individual standards listed in this guide: <http://www.corestandards.org/ELA-Literacy/>

FOR REFERENCE

Common Core State Standards Used in This Guide

GRADE 6

Reading Standards for Literature Grade 6 (RL)

KEY IDEAS AND DETAILS

- 6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2. 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.
- 6.3. 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.

CRAFT AND STRUCTURE

- 6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

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Writing Standards Grade 6 (W)

TEXT TYPES AND PURPOSES

- 6.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.
- 6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

- 6.4. 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.)
- 6.5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

RANGE OF WRITING

- 6.10. 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 Standards Grade 6 (SL)

COMPREHENSION AND COLLABORATION

- 6.1. 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.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

PRESENTATION OF KNOWLEDGE AND IDEAS

- 6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language Standards Grade 6 (L) Conventions of Standard English

VOCABULARY ACQUISITION AND USE

- 6.4. 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.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Consult 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.
 - 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).

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- 6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- 6.6. 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.

GRADE 7

Reading Standards for Literature GRADE 7 (RL)

KEY IDEAS AND DETAILS

- 7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.2. 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.
- 7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CRAFT AND STRUCTURE

- 7.4. 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.
- 7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Writing Standards GRADE 7 (W)

TEXT TYPES AND PURPOSES

- 7.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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- d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

- 7.4. 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.)
- 7.5. 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 7 on page 52.)

RANGE OF WRITING

- 7.10. 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.

Speaking and Listening Standards GRADE 7 (SL)

COMPREHENSION AND COLLABORATION

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

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- 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.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

PRESENTATION OF KNOWLEDGE AND IDEAS

- 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language Standards GRADE 7 (L)

VOCABULARY ACQUISITION AND USE

- 7.4. 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.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - 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.
 - 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).
- 7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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7.6. 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.

GRADE 8

Reading Standards for Literature GRADE 8 (RL)

KEY IDEAS AND DETAILS

- 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.
- 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.
- 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.

CRAFT AND STRUCTURE

- 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.
- 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.

Writing Standards GRADE 8 (W)

TEXT TYPES AND PURPOSES

- 8.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.

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- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

- 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.)
- 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 on page 52.)

RANGE OF WRITING

- 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.

Speaking and Listening Standards GRADE 8 (SL)

PRESENTATION OF KNOWLEDGE AND IDEAS

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

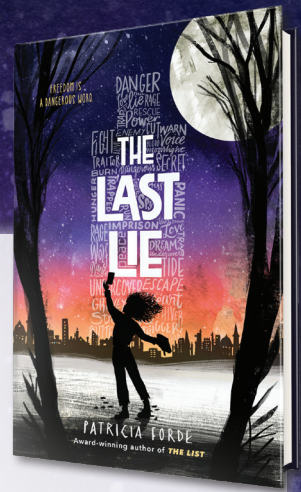
Language Standards GRADE 8

VOCABULARY ACQUISITION AND USE

- 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.

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- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - 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.
 - 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).
- 8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- 8.6. 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.