



Nouvelle ELA

# *Burnbridge Breakouts*

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## WHOLE SERIES BUNDLE



# BURNBRIDGE BREAKOUTS

## GAMES 1-10



At first glance, Burnbridge seems like a normal small town, struggling to stay afloat in the west. But look deeper and you'll find that many secrets churn just beneath the surface, waiting to be discovered. Some of the secrets have been kept that way on purpose. But it all seems to start with one incident: the mysterious burning of Bridal Bridge.

Join a crew of Burnbridge teens as they explore their town and uncover hints about their town's dark past. You'll join a skateboarder as she searches for her friend, a group of teens who get trapped in the local museum after closing, a couple who decides to explore a haunted mansion, and more. Find clues about Burnbridge as you find your way through an abandoned hospital, jump aboard a midnight train, and begin finding more purposeful--and darker--clues. Could it be someone is actively leaving a trail for our teen sleuths to explain the town's sordid history? Or is Burnbridge truly cursed

What stories of Burnbridge have yet to be told?

Discover Burnbridge with us - at your own risk!

**Danielle Hall & Amanda K. Morgan**

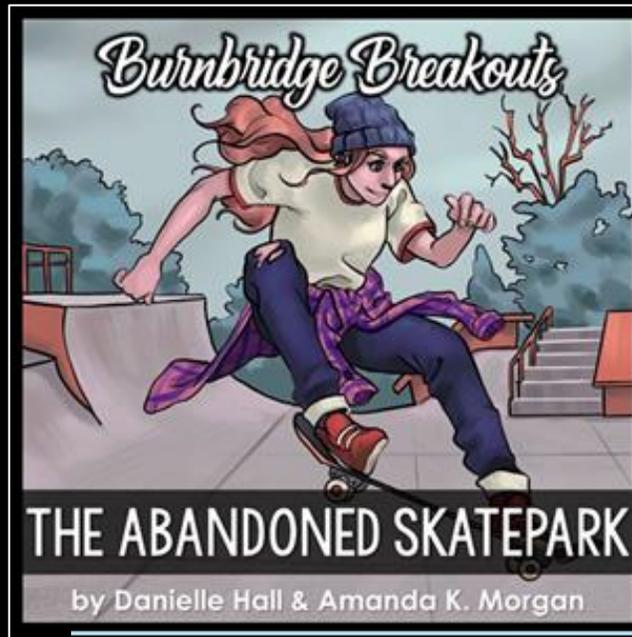
# SUMMARY

## GAME 1: THE ABANDONED SKATEPARK

Students play as a young skater named Andie. She discovers that her best friend Paige is missing while looking for her to practice for tomorrow's big competition. Students use clues to help Andie solve the case before running out of daylight.

Game 1 of the series is an introduction to the types of puzzles and texts used throughout the series. The Abandoned Skatepark is shorter than other installments in the series to allow time for technical set-up. Game 1 is more expositional than the rest of the series, but you will get a good idea of the reading levels and content you and your students can expect.

Don't worry! The series gets dark as the mystery unfolds, but it has a happy ending!



## YOUR RESOURCE INCLUDES:

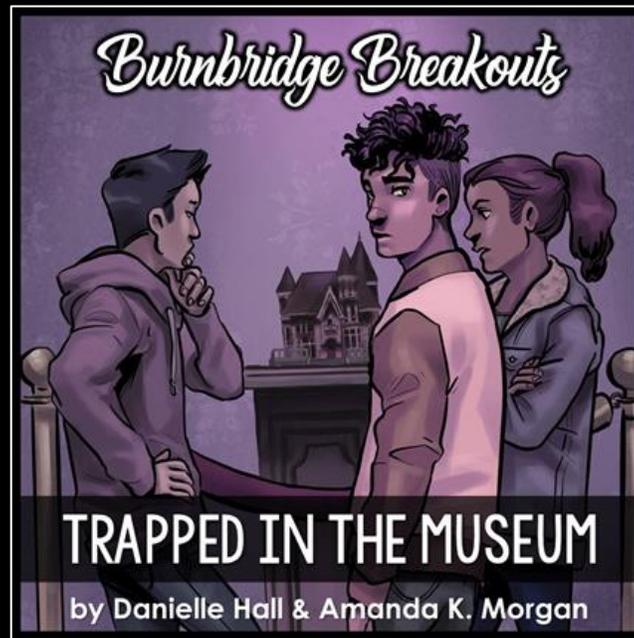
- Guide to Digital Breakouts
- The Abandoned Skatepark game (link & password)
- Teacher's Guide  
(step-by-step info for finding every clue)
- "The Rise of Skateboarding" nonfiction article
- Sources & Questions for further research
- Optional Written Extensions

## SUMMARY

### GAME 2: TRAPPED IN THE MUSEUM

This game follows Jamal, Cameron, and Zoe, three friends who wander away from their class on a field trip to the local museum. They're having a great time snooping around until they get left behind and locked in! Cell service is non-existent, so can they figure out another way to get out?

*Trapped in the Museum* is a bit more complex, but students still get plenty of hints along the way! Future games will grow darker.



### GAME 2 RESOURCES INCLUDE:

- Guide to Digital Breakouts
- Trapped in the Museum game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- "Dr. Daniel Hale" biographical article
- Sources & Questions for further research
- Optional Written Extensions

# SUMMARY

## GAME 3: THE HAUNTED MANSION

Sneaking into Wellsby Mansion is a rite of passage for the teenagers of Burnbridge... or so they tell each other. Has anyone ever really done it? Or were they scared off by the ghost that haunts the halls and Widow's Walk? As Jude and Mica make their way inside, they discover secrets the town has long forgotten.

This game introduces students to the main mystery of the game. For the first time, our characters get the sense that someone is sending them messages.



## GAME 3 RESOURCES INCLUDE:

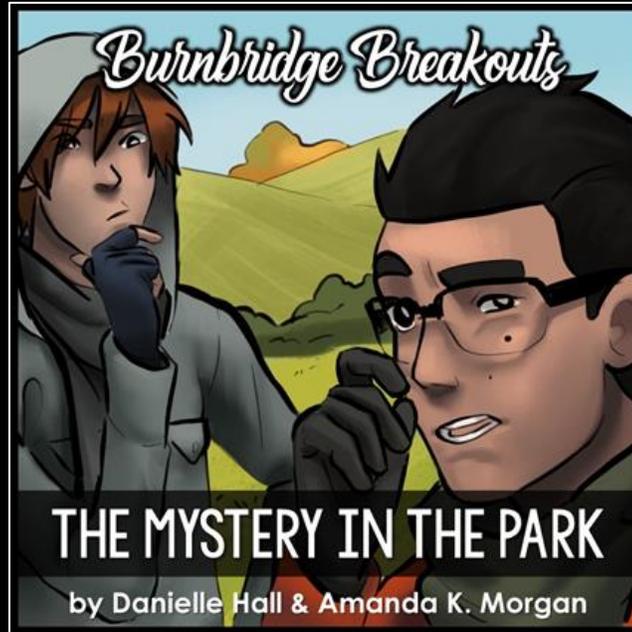
- Guide to Digital Breakouts
- The Haunted Mansion game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- "Abandoned Places" nonfiction article
- Sources & Questions for further research
- Optional Written Extensions

# SUMMARY

## GAME 4: THE MYSTERY IN THE PARK

A park might not seem like a frightening place...unless you're in Burnbridge, of course! With something strange afoot, Jude and Ellis decide to explore the old park to learn about the town's history, but end up getting into way more than they bargained for! Can you help them get in and out of the park safely?

Students continue to discover more about the town and its history and gather clues about the mystery.



## GAME 4 RESOURCES INCLUDE:

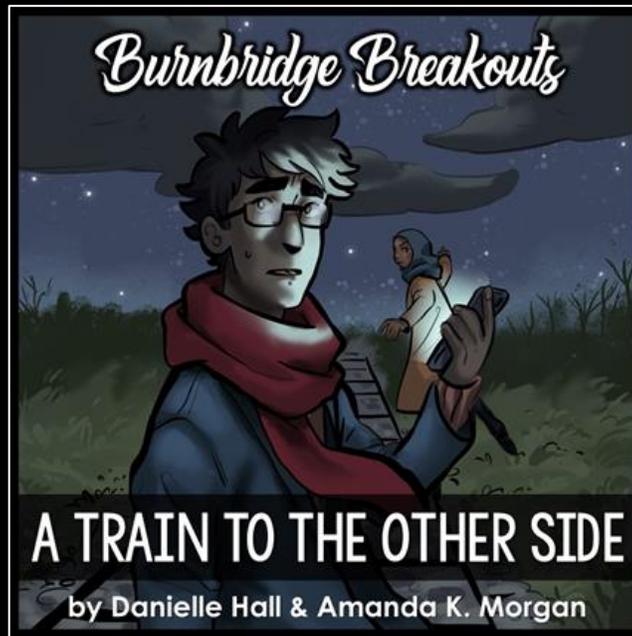
- Guide to Digital Breakouts
- The Mystery in the Park game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- "Seeing Double: The Fascination with Twins" nonfiction text
- Close Reading Multiple-Choice questions
- Optional Written Extensions

## SUMMARY

### GAME 5: A TRAIN TO THE OTHER SIDE

After their friends find a weird message at Crooked Creek Park, Layla and Aiden jump a train headed to a mysterious destination. Can they help solve the growing mystery in Burnbridge?

Game #5 is the first game of the series that has a darker, more sinister tone. Students will decipher codes, solve riddles, and find clues as they move closer to solving the mystery.



## YOUR RESOURCE INCLUDES:

- Guide to Digital Breakouts
- The Train to the Other Side game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Article: "Off-Track: Trains and Robberies"
- Creative Writing: Flash Fiction
- Optional Written Extensions

# SUMMARY

## GAME 6: THE CONDEMNED HOSPITAL

Something strange is going on in Burnbridge, and Chloe is going to figure out what it is. After her friend Layla finds a mysterious medical warehouse, Chloe's determined that the town's old hospital holds the next clues. It seems someone beat her there, though, and left her a trail... what will happen when she follows it?

Students will decipher codes, solve riddles, and find clues as they move closer to solving the mystery. Game #6 is also the first game that involves a music puzzle. Enjoy!



## YOUR RESOURCE INCLUDES:

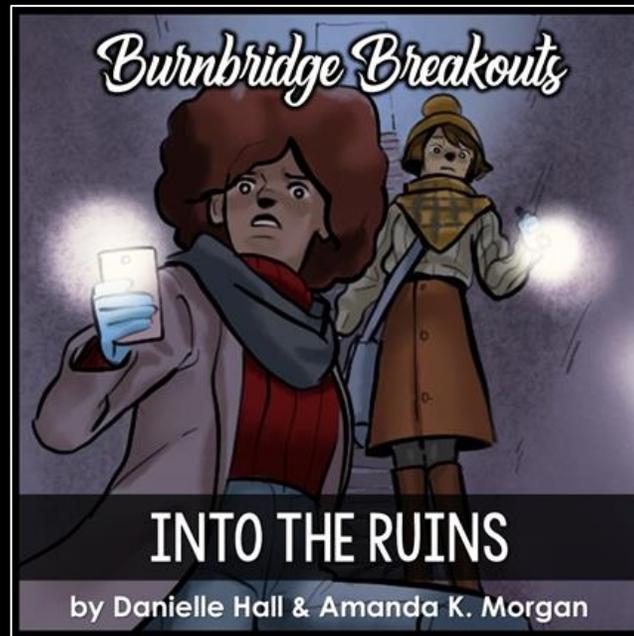
- Guide to Digital Breakouts
- The Condemned Hospital game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Article: "Demystifying Fear"
- Vocabulary in Context
- Optional Written Extensions

## SUMMARY

### GAME 7: INTO THE RUINS

Burnbridge teens have been finding messages and uncovering secrets all over town. Now, Anita and Rosie make their way into the mysterious ruins on the other side of the river. Can they figure out once and for all who's behind this?

This game has been designed to take 8th & 9th grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

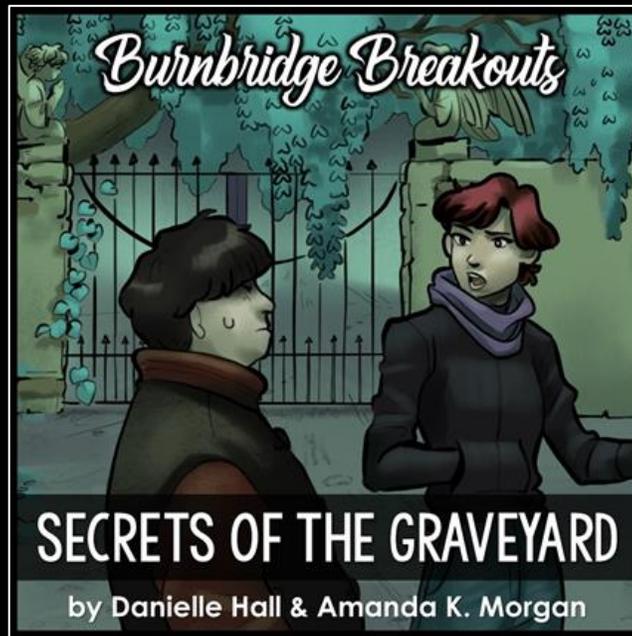
- Guide to Digital Breakouts
- Exploring the Ruins game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Procedural Article: "Lizard Makeup Tutorial"
- Procedural Writing worksheets and rubrics
- Optional Written Extensions

## SUMMARY

### GAME 8: SECRETS OF THE GRAVEYARD

Burnbridge teens have been finding messages and uncovering secrets all over town. Li Wei and Evelyn know from their friends that Winterburn is behind it all, so they go to his final resting place to uncover the truth. Can they figure out what happened to divide Burnbridge?

This game has been designed to take 8<sup>th</sup> & 9<sup>th</sup> grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

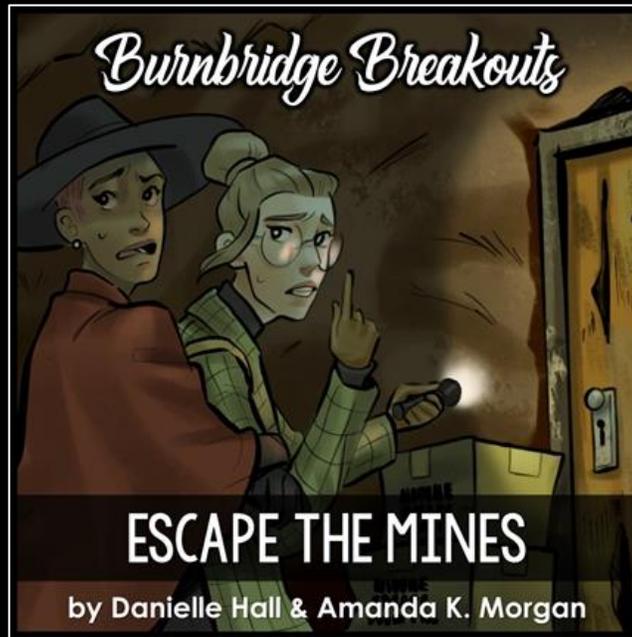
- Guide to Digital Breakouts
- Digital Game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Activities: "Dying Around the World"
- Sources & Questions for further research
- Optional Written Extensions

## SUMMARY

### GAME 9: ESCAPE THE MINES

Ava and Valentina explore one last part of Winterburn's legacy: the coal mines where many workers from the West Side made their living. The mines will be reopened soon – as an escape room. Can Ava and Valentina get past the fake puzzles and games and uncover the real truth behind the closure of the mines?

This game has been designed to take 8<sup>th</sup> & 9<sup>th</sup> grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

- Guide to Digital Breakouts
- Digital Game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Activities: "Codes and Codebreakers"
- Sources & Questions for further research
- Optional Written Extensions

## SUMMARY

### GAME 10: REVELATION AT THE POOL

Burnbridge teens have been finding messages and uncovering secrets all over town, and now they meet to put it all together. Mica and Lana talk to everyone and the teens draw one devastating conclusion that will change how they view their town's history forever.

This game has been designed to take 8<sup>th</sup> & 9<sup>th</sup> grade below-level students 45-60 minutes. This resource also includes a complete Teacher's Guide, extension activities, and an answer key.



## YOUR RESOURCE INCLUDES:

- Guide to Digital Breakouts
- Digital Game (link & password)
- Teacher's Guide (step-by-step info for finding every clue)
- Nonfiction Activities: "Careers in Video Games"
- Sources & Questions for further research
- Optional Written Extensions



# MAIN FEATURES

These are the functionalities that are common to each game in the series. In addition to these, students will also encounter audio and video clues.



Students can consult their Adventure Journal to see what information they've found in previous levels.



Everyone has a thing.  
  
Your name is Andie, and skateboarding is yours. In second grade, you stole your brother's skateboard and learned to Ollie, so your dad bought you your own board.

Each level in the game consists of text and images. Students must read, comprehend, and make inferences to continue.

In your last three competitions, you (sometimes) beat you in competition, and right now you're headed to the closest skatepark to warm up before the competition. You're hoping to add another medal to your collection. You love skating! You're even doing it to be tomorrow.  
  
poster of the Empire Fish Face, a band that your mom sort of disapproves of.

Students progress by answering questions at the end of each level. Sometimes, this is an easy comprehension question. For other levels, they will have found a password or combination to continue.

(sometimes) beat you in competition, and right now you're headed to the closest skatepark to warm up before the competition. You love skating! You're even doing it to be tomorrow.  
  
ad toward the park, you run over the

Students can also get a hint if they need one. 😊

Ready to continue?

What was the first trick you ever learned?

Type your answer here.

Need a hint?

CHECK ANSWER

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\*This game is based on a website. It functions best on desktops, laptops, and iPads.

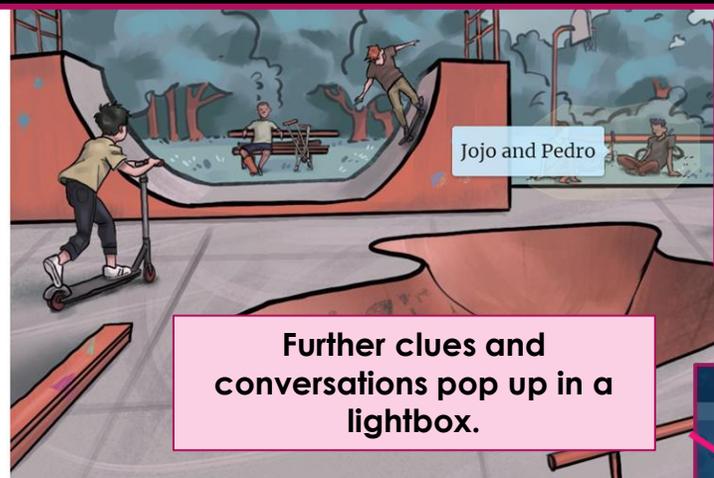


# MAIN FEATURES

These are the functionalities that are common to each game in the series. In addition to these, students will also encounter audio and video clues.



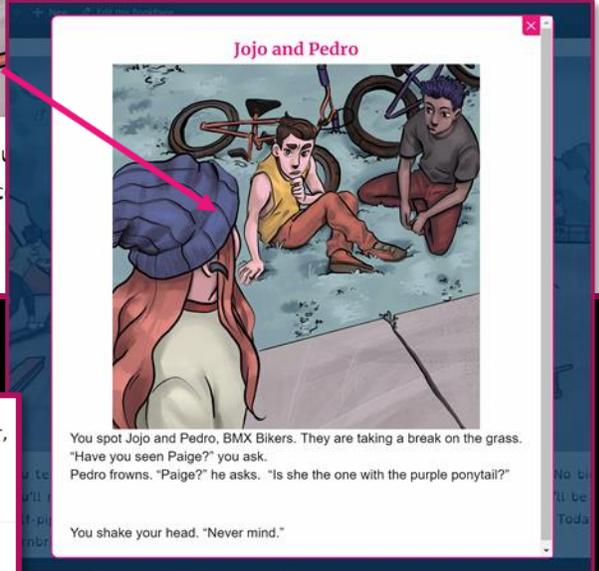
@NOUVELLE ELA



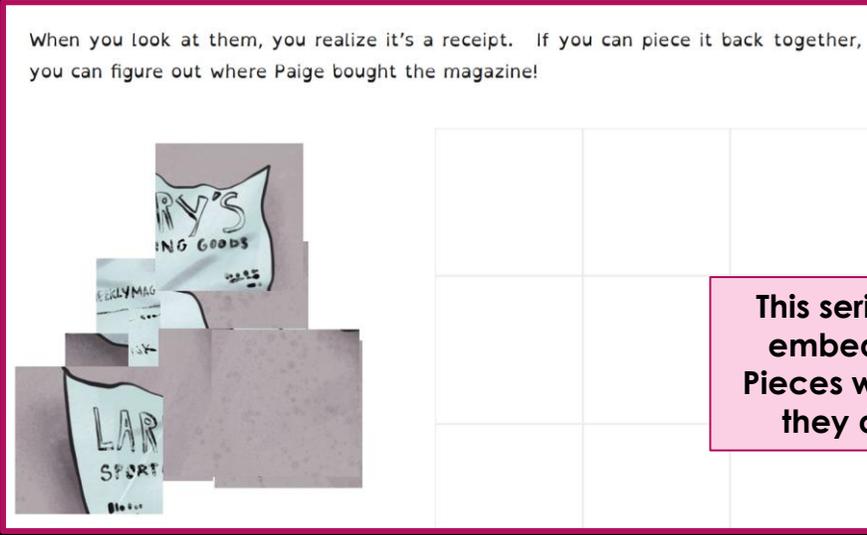
Some levels involve exploration, examining clues, and talking to other characters. Points of Interest are highlighted when students scroll over them.

Further clues and conversations pop up in a lightbox.

You text Paige to let her know you're on your way, but you'll meet her there. You're both so excited for the competition. The half-pipe and rails, and skaters from out of town are in Burnbridge, tomorrow, the X games!



You spot Jojo and Pedro, BMX Bikers. They are taking a break on the grass. "Have you seen Paige?" you ask. Pedro frowns. "Paige?" he asks. "Is she the one with the purple ponytail?" You shake your head. "Never mind."



This series also makes use of embedded jigsaw puzzles. Pieces will lock in place when they are in the right spot.

\*This game is based on a website. It functions best on desktops, laptops, and iPads.

# STRATEGIES OF HIGHLY EFFECTIVE READERS

In terms of reading skills, there are two main components of these resources: the game (4<sup>th</sup>-5<sup>th</sup> grade reading level) and the extension materials (8<sup>th</sup>-9<sup>th</sup> grade reading level).

When students play the games, they'll have an opportunity to practice many of [the strategies of highly effective readers](#). Briefly, these are:

**Activating** – as the series progresses, students must recall prior knowledge to support their reading.

**Inferring** – students must connect what is stated and unstated in the text to draw conclusions.

**Monitoring/Clarifying** – as the story unfolds, they must constantly reassess as they collect more clues.

**Questioning** – students have an opportunity to ask questions of the text and their own understanding.

**Searching/Selecting** – students find support in-game (hints, context clues, etc.) to select the best answer for each game level.

**Summarizing** – because it's a mystery and small details are important, students must self-check their summaries of what they already know the story to be.

**Visualizing/Organizing** – events happen on two timelines (past and present), so students must create a mental sequencing of facts.

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# COMMON CORE STANDARDS: *The Abandoned Skatepark*

## Article: "The Rise of Skateboarding"

**RI.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.

## Sources & Questions for Further Research

**RI.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.

**W.8.7** -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## Analytical Prompt: How does the author build suspense?

**RI.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Explanatory Prompt: What did you learn about skateboarding?

**RI.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Narrative Prompt: Imagine two characters in a new scene.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# COMMON CORE STANDARDS: *Trapped in the Museum*

## Biographical Article: "Dr. Daniel Hale Williams"

### Word Work: Close Reading

**RI.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.

**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.

**RI.8.5** -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

### Quick Research: Unique Museums

**W.8.7** -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### Creative Research: Exhibit Proposal

**W.8.7** -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### Analytical Prompt: How does the author employ foreshadowing?

**RL.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Narrative Prompt: How did Jamal's great-great-grandfather feel?

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# COMMON CORE STANDARDS: *The Haunted Mansion*

## Article: "Abandoned Places"

### Word Work: Close Reading

**RI.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.

**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.

**RI.8.5** -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

### Creative Writing (Flash Fiction)

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.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.

**SL.8.1** -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Analytical Prompt: How does the author employ irony?

**RL.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# COMMON CORE STANDARDS: *The Mystery in the Park*

## Article and Multiple-Choice Questions: "Seeing Double"

**RI.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.

**RI.8.2** -- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3** -- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**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.

**RI.8.6** -- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Analytical Prompt: How is mood developed in this game?

**RL.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Narrative Prompt: Imagine two characters in a new scene.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# COMMON CORE STANDARDS: *A Train to the Other Side*

## Article and Close Reading Questions (“Off-Track”)

**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.

**RI.8.6** -- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Creative Writing (Flash Fiction)

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.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.

**SL.8.1** -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Analytical Prompt: What is the effect of point of view on this game?

**RL.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.

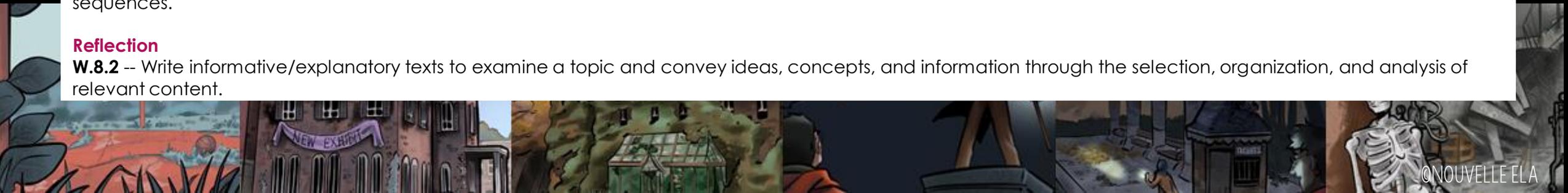
**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Narrative Prompt: Imagine two characters in a new scene.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# COMMON CORE STANDARDS: *The Condemned Hospital*

## Nonfiction Article: "Demystifying Fear"

### Word Work: Close Reading

**RI.9.1** -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9.4** -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9.5** -- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

### Analytical Prompt: How does the game develop setting?

**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Narrative Prompt: Imagine two characters in a new scene.

**W.9.3** -- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Reflection

**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



# COMMON CORE STANDARDS: *Into the Ruins*

## Pre- and Post-Reading Analysis: “Lizard Makeup”

**RI.9.2** -- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9.3** -- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## Procedural Writing

**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9.2A** -- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.9.2D** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## Analytical Prompt: What predictions can you make based on the plot twist?

**RL.9.1** -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

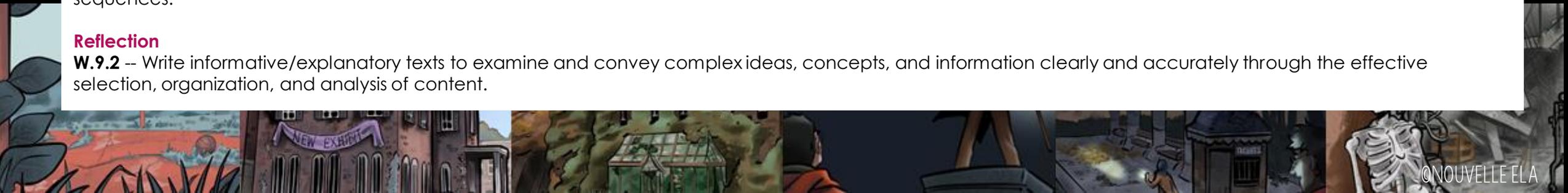
**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## Narrative Prompt: Imagine two characters in a new scene.

**W.9.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



# COMMON CORE STANDARDS: *Secrets of the Graveyard*

## Article and Multiple-Choice Questions: "Dying Around the World"

**RI.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.

**RI.8.2** -- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3** -- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.5** -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**RI.8.6** -- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Critical Thinking Questions

**RI.8.8** -- 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.

**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.

## Analytical Prompt: How is setting developed in this game?

**RL.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.

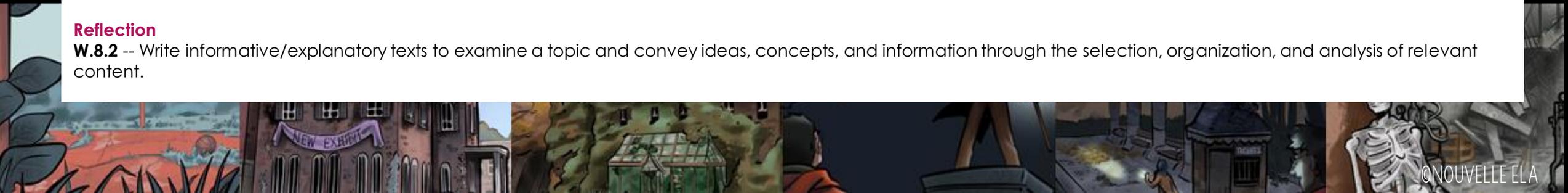
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## Narrative Prompt: Imagine two characters in a new scene.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# COMMON CORE STANDARDS: *Escape the Mines*

## Article: "Codes and Codebreakers"

### Creative Writing (Flash Fiction)

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.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.

**SL.8.1** -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Procedural Text: "How to Make a Fleissner Grille"

#### Analytical Prompt: What is the effect of point of view on this game?

**RL.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### Analytical Prompt: Summarize what you believe happened in Burnbridge.

**RL.9.1** -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9.3** -- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Reflection

**W.9.2** -- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

# COMMON CORE STANDARDS: *Revelation at the Pool*

## Article and Inference Activity: "Careers in Video Games"

**RI.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.

**RI.8.3** -- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**SL.8.1** -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.8.1A** -- 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.

## Analytical Prompt: How is character developed in this series?

**RL.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.

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Narrative Prompt: Expand on a character referenced in this series.

**W.8.3** -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Reflection

**W.8.2** -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.





THESE GAMES ARE  
SERIALIZED, SO START WITH  
GAME #1  
AND GO IN ORDER!

# THE COMPLETE BURNBRIDGE SERIES

