

## Grade 8 - Informational Phobias

Whether it's fear of taking tests, of going to the dentist, or of getting a haircut, there is a phobia for nearly everything. Some are quite common while others seem ridiculous. Either way, the names associated with phobias are as fascinating as the phobias themselves. Adding to the interest in phobias are their causes and treatments.

*Phobia* can be defined as an irrational fear or dread of something. The word dates back as far as the 18th century, and today there are more than 500 known phobias. Most people only know some of the more common words formed with the suffix *-phobia*. *Claustrophobia* is the fear of confined spaces. *Arachnophobia* is the fear of spiders. And then there are common fears with less common names. *Glossophobia* is the fear of speaking in public. The fear of darkness has at least three names: *scotophobia*, *achluphobia*, and *nyctophobia*.

The causes of some phobias cannot always be clearly explained. Since some individuals are born with a natural tendency to be overly careful or self-conscious, they appear to have been born with a phobia. Still other phobias could be the result of an experience. For example, a child could be bitten by a dog and develop a fear of dogs—*cynophobia*. There may also be a link between a child's phobia and that of his parents or other family members. This type of phobia may be learned by observing the family member's reaction to a fear, and then imitating it. Yet others could develop phobias as the result of an anxiety or panic attack occurring during an activity. For instance, while driving a car, a person could have an attack. He may not have had a fear of driving or of having a car accident before, yet he associates the attack with driving; thus a phobia is formed. Finally, a phobia could be the result of being told continuously about a potential danger. A child who is repeatedly warned about snakes could develop a fear of snakes without ever having seen one.

Treatment for those suffering from a phobia can be a challenge. Most people do not get over a phobia on their own. Usually a doctor or mental health professional will recommend medication, behavior therapy, or both. The object is to help the individuals reduce their fear and anxiety and to manage their reactions to the stimulus. This can be effective unless, of course, the patient suffers from *latrophobia*—fear of doctors—o *prharmacophobia*—fear of taking medicines.

Why are phobias of such interest to so many people? Is it because of the interesting names of phobias—like *bogyphobia* (fear of bogymen) and *hippopotomonstrosesquippedaliophobia* (fear of long words)—, the causes of phobias, or the phobias themselves? Whatever the reason, you can be sure there is a name for any fear you might have, and if there isn't, be creative, and make one up. The more interesting, the better!

1) Which phobia describes someone who has a fear of going outside after dark? (LA.8.1.5.c)

- a) arachnophobia
- b) bogyphobia
- c) nyctophobia
- d) scoliophobia

2) What is the passage's overall message? (LA.8.1.6.a)

- a) Phobias are ridiculous.
- b) Phobias are fascinating.
- c) Phobias are common.
- d) Phobia names and treatments are fascinating.

**3)** One object of treatment for those suffering from phobias is to help individuals reduce their fear and anxiety. What is another object of treatment? (LA.8.1.6.d)

- a) to learn how to change a stimulus
- b) to learn how to control their reaction to a stimulus
- c) to learn how to avoid where they encounter a stimulus
- d) to learn how to ignore the things associated with a stimulus

**4)** Approximately how many phobias are there? (LA.8.1.6.d)

- a) 250
- b) 400
- c) 500
- d) 725

**5)** When a child is bitten by a dog, he or she may develop a fear of dogs. Which experience results in this fear? (LA.8.1.6.d)

- a) Having an anxiety or panic attack.
- b) Being born with a phobia of dogs.
- c) Having a negative experience with a dog.
- d) Observing the phobia in a family member.

**6)** What is the author's organization in this informational passage? (LA.8.1.6.e)

- a) cause and effect
- b) compare/contrast
- c) topical
- d) sequence of events

**7)** What does the author say to do if there isn't a name for your phobia? (LA.8.1.6.j)

- a) Ask other people for a name.
- b) Be creative and make one up.
- c) Go ask a doctor for advice.
- d) Tell your friends about phobia.

**8)** What is another possible title for this passage? (LA.8.1.6.j)

- a) "Get Over Phobias"
- b) "Ridiculous Phobias"
- c) "Dangerous Phobias"
- d) "Phobias and Treatments"

# C4L Reading - Item Writing Tally Sheet

## Grade 8 - Informational

**Passage Name: Phobias**

Gr8 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b style="color: red;">LA 8.1.5.a</b> <i>Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
<b style="color: red;">LA 8.1.5.c</b> <i>Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)</i>	2		1		1
<b style="color: red;">LA 8.1.5.d</b> <i>Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)</i>	2,3				
Gr8 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>					
<b style="color: red;">LA 8.1.6.a</b> <i>Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources</i>	3				1
<b style="color: red;">LA 8.1.6.c</b> <i>Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)</i>	2, 3				
<b style="color: red;">LA 8.1.6.d</b> <i>Summarize, analyze, and synthesize informational text using main idea and supporting details</i>	2, 3				3
<b style="color: red;">LA 8.1.6.e</b> <i>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare / contrast, fact / opinion, proposition / support)</i>	2		1		1
<b style="color: red;">LA 8.1.6.f</b> <i>Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)</i>	2, 3				

<b>LA 8.1.6.g</b> <i>Analyze and make inferences based on the characteristics of narrative and informational genres</i>	2, 3				
<b>LA 8.1.6.j</b> <i>Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers</i>	1, 2, 3	1		1	2