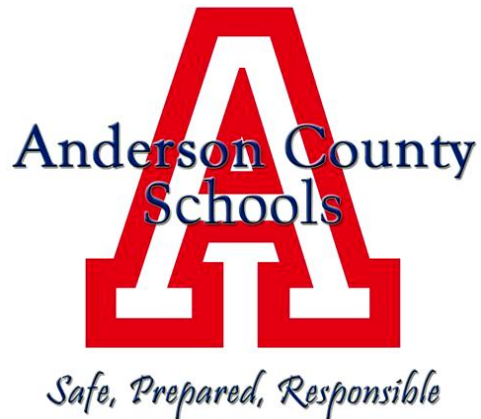


Grade 8 – English/Language Arts

Kentucky Core Academic Standards with Targets

Student Friendly Targets



College and Career Readiness Anchor Standards for Reading

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.

Standards 1-3	Key Ideas and Details
Standards 4-6	Craft and Structure
Standards 7-9	Integration of Knowledge and Ideas
Standard 10	Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.

Standards 1-3	Text Types and Purposes
Standards 4-6	Production and Distribution of Writing
Standards 7-9	Research to Build and Present Knowledge
Standard 10	Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.

Standards 1-3	Comprehension and Collaboration
Standards 4-6	Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.

Standards 1-2	Conventions of Standard English
Standard 3	Knowledge of Language
Standards 4-6	Vocabulary Acquisition and Use

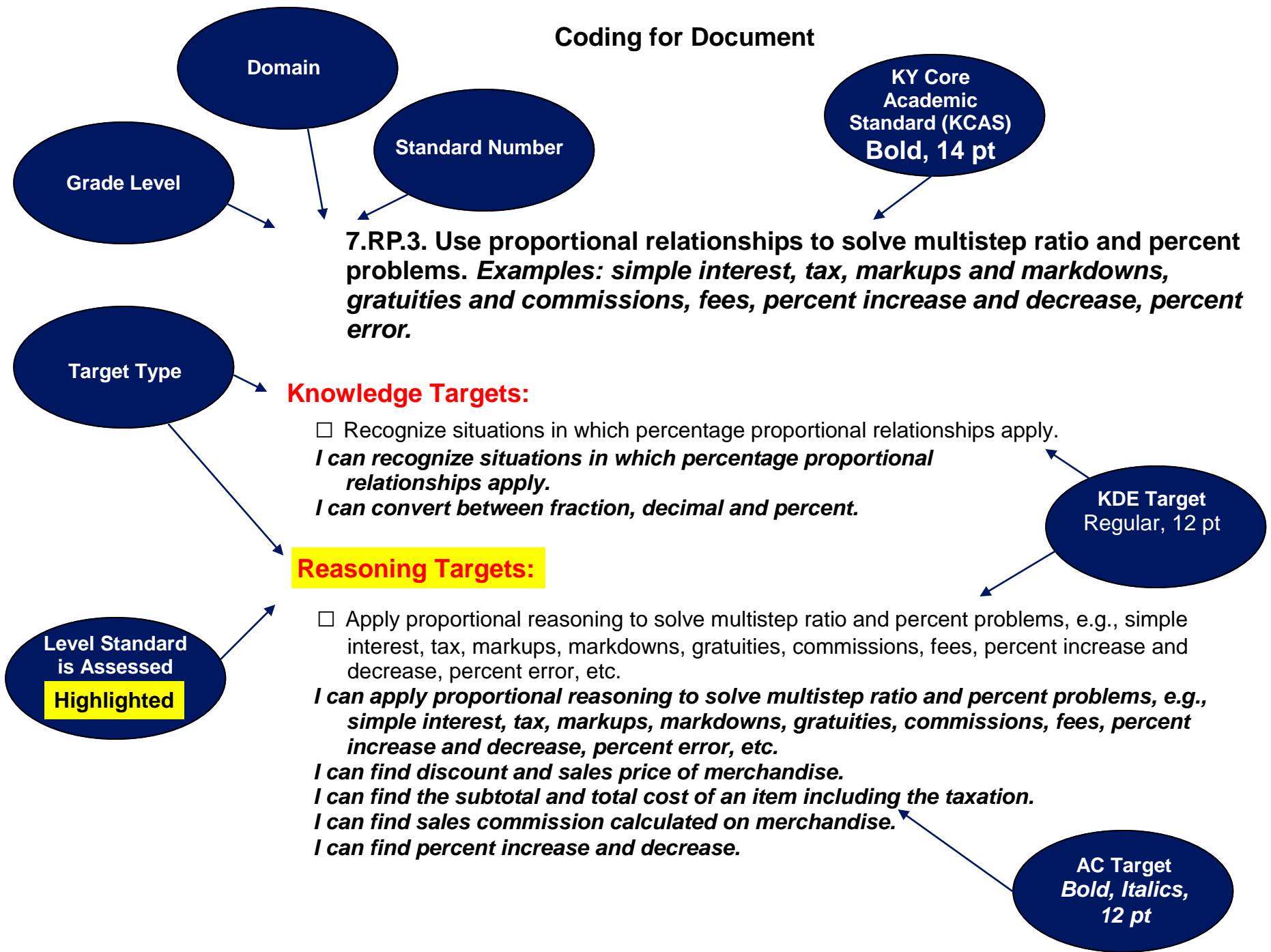
Development of Pacing Guide

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Robin Arnzen Brandy Beasley, Sam Blackburn, Stacey Blakeman,, Julie Bowen, Carol Carter, Heather Chilton, Julie Conley, Tanya Cook, Alicia Copenhaver, LauraLee Currens, Becky Drury, Amanda Ellis, Connie Gott, Beth Harley, Carolyn Hatchett, Nicole Hicks, Linda Hill, Ashley Holloman, Lisa Hudson, Katie Hutton, Sharon Jackman, Penny Johnson, Steve Karsner, Nicole Kidwell, Teresa Miller, Kim Penn, Wayne Reese, Krista Sawyer, Jennifer Sea, Annette Shields, Holly Sills, Ashley Sims, Jeanna Slusher, Sue Welsh, Amy Wilder, Julie Wise, and Lissa Woodyard. Thanks also to Leslie Mitchell (ACMS), Mickey Ray (ACHS), and Bridget Wells (ACHS) for providing comments to the work.

North Carolina State Board of Education created a most helpful document entitled “Common Core Instructional Support Tools - Unpacking Standards”. The document answers the question “What do the standards mean that a student must know and be able to do?” The “unpacking” is included in our “What Does This Standard Mean?” section. The complete North Carolina document can be found at <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/1.pdf>

Coding for Document



Anderson County Elementary

English/Language Arts

Grade 8

Kentucky Core Academic Standard	College and Career Readiness Anchor Standards	Kentucky Core Academic Standard	What Does This Standard Mean?
Reading Literature			
Key Ideas and Details			
<p>8.RL.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the key ideas explicitly stated in the text. <i>I can identify the key ideas explicitly stated in the text.</i> <input type="checkbox"/> Identify evidence in the text that strongly supports the key ideas. <i>I can identify evidence in the text that strongly supports the key ideas.</i> <input type="checkbox"/> Recognize the difference between inference and what is explicitly stated in the text <i>I can recognize the difference between inference and what is explicitly state in the text.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze text by making inferences about what a text says 	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p>Eighth grade students will analyze a text for a central theme or idea and support their analysis with strong textual evidence. Students will learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read in order to guide their thinking. For example, students may mark repeated ideas or patterns and inferred meanings as they read. Based upon their analysis, students may then determine the author's purpose, overall message of the text, and which details best support this meaning. Work like this may involve students sorting textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or theme. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process.</p>

<p>that is not directly stated evaluating which evidence most strongly supports the identified key ideas.</p> <p>I can analyze text by making inferences about what a text says that is not directly stated evaluating which evidence most strongly supports the identified key ideas.</p> <p><input type="checkbox"/> Cite the evidence used to make inferences not explicitly stated in the text.</p> <p>I can cite the evidence used to make inferences not explicitly stated in the text.</p>			<p>Students need to be able to determine the central idea or theme of a text. To do this work, students will record repeated messages or patterns they observe within various story elements. Students will note of how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety. Once students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Students will then be able to write objective summaries revealing the sequential development of a theme through description of characters, setting, and plot.</p>
<p>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 analysis of the text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Understand theme and central idea of a text.</p> <p>I can understand theme and central idea of a text.</p> <p><input type="checkbox"/> Know the literary elements (characters setting plot).</p> <p>I can know the literary elements (characters, setting, plot).</p> <p><input type="checkbox"/> Objectively summarize a text.</p> <p>I can objectively summarize a text.</p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Analyze the development of a theme or central idea over the course of a text.</p> <p>I can analyze the development of a theme or central idea over the course of a text.</p> <p><input type="checkbox"/> Analyze its relationship to the</p>	<p>2.Determine and analyze its development; summarize the key supporting details and ideas.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author's Approach</p> <ul style="list-style-type: none"> - Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging 	<p>Students may use a <i>story map</i> as a guide to outlining the story's thematic development. To master this, students will be able to determine how specific events or dialogue significantly impact the development of a story. Students may demonstrate this knowledge by determining critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story. Once students have determined these critical moments, they should be able to explain the cause/effect result in relation to the story's plot or development. To do this work, students may band together in groups and highlight or mark the text those moments and/or scenes which they deem to be turning points (and explain why).</p>

<p>literary elements over the course of a text. <i>I can analyze its relationship to the literary elements over the course of a text.</i></p> <p><input type="checkbox"/> Provide an objective summary of the text. <i>I can provide an objective summary of the text.</i></p>		<p>passages.</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	
<p>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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify elements of literature: dialogue, plot, characterization <i>I can identify elements of literature: dialogue, plot, characterization.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Analyze lines of dialogue for propelling action, revealing characters, provoking decisions. <i>I can analyze lines of dialogue for propelling action, revealing characters, provoking decisions.</i></p> <p><input type="checkbox"/> Analyze lines of incidents for propelling action, revealing characters, provoking decisions. <i>I can analyze lines of incidents for</i></p>	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. 	

<p><i>propelling action, revealing characters, provoking decisions.</i></p>		<ul style="list-style-type: none"> - Identify relationships between main characters in uncomplicated literary narratives. - Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives. - Order simple sequences of events in uncomplicated literary narratives. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives - Understand implied or subtly stated cause-effect relationships in uncomplicated passages - Identify clear cause-effect relationships in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, 	
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		<p>ideas, and so on in uncomplicated literary narratives.</p> <ul style="list-style-type: none"> - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives 	
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Craft and Structure

<p>8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words and phrases, figurative words and phrases, connotative words and phrases in a text. <p><i>I can identify words and phrases, figurative words and phrases, connotative words and phrases in a text.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify meaning and tone of a text. <p><i>I can identify meaning and tone of a text.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify analogies, allusions to other texts. <p><i>I can identify analogies, allusions to other texts.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words and phrases including figurative and connotative meanings, as they 	<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. 	<p>To interpret a writer’s style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, how he creates a „sub-story” or „story-within-a-story” and why he may refer to an alternate text in his writing. To achieve this, students will learn to identify words and phrases that create/reveal a variety of tones. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via allusion or allegory, are present. Through partner, small group, or whole class discussions, students should then debate the <i>why</i> of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer’s use of language creates meaning within a text. For this standard, students will understand how and why writers construct texts using a variety of structures and how each choice affects the style and meaning of the text. To master this, students must first identify the narrative structures and choice of literary techniques the writer uses in his story. Careful analysis may include examining how chapter titles reflect the central idea or theme, how writers use text layout to affect meaning, and how the length and pace of chapters coincide with the movement of the plot. Once students can identify the structure(s) the writer uses,</p>
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<p>are used in a text.</p> <p><i>I can determine the meaning of words and phrases including figurative and connotative meanings, as they are used in a text.</i></p> <p><input type="checkbox"/> Analyze the impact of word choices on meaning and tone of a text.</p> <p><i>I can analyze the impact of word choices on meaning and tone of a text.</i></p> <p><input type="checkbox"/> Analyze the impact of analogies, allusions to other texts on meaning and tone.</p> <p><i>I can analyze the impact of analogies, allusions to other texts on meaning and tone.</i></p>		<ul style="list-style-type: none"> - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives 	<p>they should then work to compare and contrast two or more texts with different structures. Students should ask themselves why the writer may have made specific structural choices and how these choices affect the reader's understanding of a text. For example, students may discuss how and why different writers use cliff-hangers to extend the climactic moments of the text. Or, students may observe how one text may begin with a character involved in a flashback, while another text may end a story with one. Students may compare and contrast how each approach affects the story and the reader.</p> <p style="padding-left: 40px;">Students will understand the role of point-of-view in a given text. They should be guided to see how the point-of-view is essentially the <i>lens</i> through which the reader is allowed to see the story. In order to do this work, students may examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what „they“ (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they are ready to discuss those techniques writers use in order to experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and moods within the piece.</p>
<p>8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Knowledge Targets:</p>	<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>		

<p><input type="checkbox"/> Identify structural elements of two or more texts. <i>I can identify structural elements of two or more texts.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Compare and contrast the structure of two literary texts. <i>I can compare and contrast the structure of two literary texts.</i></p> <p><input type="checkbox"/> Analyze how the structure of each text contributes to its meaning and style. <i>I can analyze how the structure of each text contributes to its meaning and style.</i></p>	<p>chapter, scene, or stanza) relate to each other and the whole.</p>		
<p>8.RL.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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Define dramatic irony, suspense, and humor. <i>I can define dramatic irony, suspense, and humor.</i></p> <p><input type="checkbox"/> Identify characters' points of view. <i>I can identify characters' points of view.</i></p> <p><input type="checkbox"/> Recognize the techniques a writer uses to build suspense. <i>I can recognize the techniques a writer uses to build suspense.</i></p> <p><input type="checkbox"/> Recognize the techniques writers use to add humor. <i>I can recognize the techniques writers use to add humor.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Cite examples from the text</p>	<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>		

<p>where characters with different points of view create suspense or humor.</p> <p><i>I can cite examples from the text where characters with different points of view create suspense or humor.</i></p> <p><input type="checkbox"/> Analyze how the characters' and the audience's varying points of view create humor and suspense.</p> <p><i>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</i></p>			
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Integration of Knowledge and Ideas

<p>8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize choices directors and actors make.</p> <p><i>I can recognize choice directors and actors make.</i></p> <p><input type="checkbox"/> Define evaluate.</p> <p><i>I can define evaluate.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Compare and contrast text (story or drama) and live or filmed production.</p> <p><i>I can compare and contrast text (story or drama) and live or filmed production.</i></p> <p><input type="checkbox"/> Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production.</p> <p><i>I can analyze the faithfulness or</i></p>	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1</p>		<p>Students will understand how any given literary text can be transformed into and presented as another art form entirely; perhaps via film or live performance. To first understand how performed literature requires a different approach than written literature, students should be exposed to each medium and then be asked to assess and reflect upon the similarities and differences between them. For example, students could read a piece of literature and record their impressions as a reader. <i>What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed these impressions?</i> Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created based off of the visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image. Furthermore, they may notice that particular scenes and characters have been omitted and then analyze the reason behind those omission(s) and alterations. To extend this standard, students could take text from a screenplay and attempt to convert it into written literature. This activity encourages students to look deeper into the</p>
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<p>departure between the text (story or drama) and live or filmed production.</p> <p><input type="checkbox"/> Evaluate the outcome/impact of choices made by directors and actors.</p> <p><i>I can evaluate the outcome/impact of choices made by directors and actors.</i></p>			<p>purpose behind the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting.</p> <p>Eighth grade students will understand the timeless nature of literary themes. Specifically, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works. To master this, students must first be exposed to a variety of texts of varying formats and time periods that all focus around a common literary theme, such as love, friendship, or perseverance. As students read and discuss these texts, they should consider the author's message about life. Once students have identified an overall theme of a text, they should examine how the writer created that theme. Students should specifically look for patterns of events, conflicts, or character types when choosing evidence of a theme. The final step of this standard involves students looking closely at the genres of myths, traditional stories, or religious works and determining how writers modernized their presentation of the theme while still holding true to the characteristics of that genre. As students read these texts, they should note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach</p>
<p>8.RL.8. (Not applicable to literature)</p>	<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p>		
<p>8.RL.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify theme, pattern of events or character types.</p> <p><i>I can identify theme pattern of events or character types.</i></p> <p><input type="checkbox"/> Determine the similarities and differences between a modern work of fiction myth, traditional story or religious work.</p> <p><i>I can determine the similarities and differences between a modern work of fiction, myth, traditional story or religious work.</i></p> <p>Reasoning Targets:</p>	<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		

<p><input type="checkbox"/> Compare and contrast themes, patterns of events, character types of modern work of modern work of fiction myth, traditional story or religious work.</p> <p><i>I can compare and contrast themes, patterns of events, character types of modern work of fiction, myth, traditional story or religious work.</i></p> <p><input type="checkbox"/> Evaluate how the myths, traditional stories, or religious works are rendered new.</p> <p><i>I can evaluate how the myths, traditional stories, or religious works are rendered new.</i></p>			
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Range of Reading and Level of Text Complexity

<p>8.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently</p> <p>Knowledge Target</p> <p><input type="checkbox"/> Identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas, at appropriate complexity (qualitative, quantitative and reader and task) as seen in standards 1-9.</p> <p><i>I can identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas, at appropriate complexity (qualitative, quantitative and reader and task) as seen in standards 1-9.</i></p> <p>Reasoning Target</p> <p><input type="checkbox"/> Comprehend in literary text: key</p>	<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author’s Approach</p> <ul style="list-style-type: none"> - Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and 	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. “Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” Knowledge Targets:</p> <p><input type="checkbox"/> Identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity</p>
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<p>ideas and details, craft and structure, and integration of knowledge and ideas, at appropriate complexity (qualitative, quantitative and reader and task) as seen in standards 1-9.</p> <p><i>I can comprehend in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas, at appropriate complexity (qualitative, quantitative and reader and task) as seen in standards 1-9.</i></p>		<p>ideas in more challenging passages.</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify relationships between main characters in uncomplicated literary narratives. - Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives. - Order simple sequences of events in uncomplicated literary narratives. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Identify clear relationships 	<p>(Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</p> <p><i>I can</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <input type="checkbox"/> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>
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		<p>between characters, ideas, and so on in more challenging literary narratives</p> <ul style="list-style-type: none"> - Understand implied or subtly stated cause-effect relationships in uncomplicated passages - Identify clear cause-effect relationships in more challenging passages. <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated 	
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		<p>passages.</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives 	
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Reading Informational

Key Ideas and Details

<p>8.RI.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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize the difference in explicitly stated information and inference information in a text.</p> <p><i>I can recognize the difference in explicitly stated information and inference information in a text.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Determine strongly supporting details for what is explicitly stated and inference made.</p> <p><i>I can determine strongly supporting details for what is explicitly stated and inference made.</i></p> <p><input type="checkbox"/> Make inferences about what is said in the text.</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p>Eighth grade students will analyze a text for a central idea or understanding and support their analysis with strong textual evidence. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark up the text as they read in order to guide their thinking. For example, using text features such as headings, bold words, and graphs, students may take note of repeated ideas or images. Based upon their analysis, students may then determine the author's purpose and overall message of the text along with which details best support this meaning. Work like this may involve students sorting textual evidence, including direct quotes and examples, and using only the strongest segments; specifically, those which directly connect with and uphold the central idea. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated</p>
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<p><i>I can make inferences about what is said in the text.</i></p> <p><input type="checkbox"/> Analyze and cite details to determine which one most strongly support the idea (either explicitly or inferred).</p> <p><i>I can analyze and cite details to support the idea (either explicitly or inferred.)</i></p>			<p>modeling through think-alouds and guided practice will aid students in this process. Students will first determine the central idea or focus of a text. This involves becoming aware of and recording repeated understandings or messages as they read. Students are encouraged to actively read and take note of how recurring examples, images, and conclusions drawn by the writer support and build the central idea of the text. Once students begin to realize the central idea, they should reflect upon how the writer used repetition to slowly reveal it to the reader. Therefore, summaries should reveal the ways the central ideas develops. For example, analysis may include examining a writer’s choice of structure, features, and support. Eighth grade students will analyze a writer’s style and presentation in order to determine the relationship between individuals, ideas, or events. To achieve this, students will first understand how different text structures present and link information. For instance, using graphic organizers, students could read brief pieces that present information using a variety of structures, including through comparison, analogies, and categories. Students could then reflect upon how the writer’s choice of structure relates to his/her overall central idea or purpose. To further explore this concept, students could generalize how specific genres of informational texts tend to rely on particular structures in order to determine relationships between individuals, ideas, or events.</p>
<p>8.RI.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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify the central idea of a text ideas that support the central idea</p> <p><i>I can identify the central idea of a text ideas that support the central idea.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Determine the relationship of ideas that support the central idea.</p> <p><i>I can determine the relationship of ideas that support the central idea.</i></p> <p><input type="checkbox"/> Analyze the development of the central idea over the course of the text.</p> <p><i>I can analyze the development of the central idea over the course of the text.</i></p> <p><input type="checkbox"/> Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.</p> <p><i>I can provide an objective summary that includes the</i></p>	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author’s Approach</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. 	

<p><i>relationship of supporting ideas to the development of the central idea.</i></p>		<ul style="list-style-type: none"> - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	
<p>8.RI.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define compare/contrast, analogies, categorization. <p><i>I can define compare/contrast, analogies, categorization.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify individuals, events, ideas within a text. <p><i>I can identify individuals, events, ideas within a text.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare how individuals, ideas, and events are connected (including classification and analogies) <p><i>I can compare how individuals, ideas, and events are connected (including classification and analogies).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contrast the distinctions between individuals, ideas, events within a text (including classification and analogies). <p><i>I can contrast the distinctions between individuals, ideas, events within a text (including classification and analogies).</i></p>	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Identify clear cause-effect relationships in uncomplicated passages. - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Understand implied or subtly 	

		<p>stated cause-effect relationships in uncomplicated passages</p> <ul style="list-style-type: none"> - Identify clear cause-effect relationships in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. 	
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Craft and Structure

<p>8.RI.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words and phrases, figurative words and phrases, connotative words and phrases, technical words and phrases in a text. <p><i>I can identify words and phrases, figurative words and phrases, connotative words and phrases, technical words and phrases in</i></p>	<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of 	<p>To interpret a writer’s style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, how he builds the background knowledge of the reader, and why he refers to alternate texts. To achieve this, students will learn to identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer’s overall purpose. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via analogies or allusions, are present. With partners, small groups, or whole class discussions, students should then debate the <i>why</i> of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally,</p>
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<p>a text.</p> <p><input type="checkbox"/> Identify words and phrases that include analogies and allusions to other texts, in a text.</p> <p><i>I can identify words and phrases that include analogies and allusions to other texts, in a text.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Determine the meaning of words and phrases, including the figurative, connotative, technical meanings of words and phrases as used in a text.</p> <p><i>I can determine the meaning of words and phrases, including the figurative, connotative, technical meanings of words and phrases as used in a text.</i></p> <p><input type="checkbox"/> Analyze the impact of word choice on meaning and tones.</p> <p><i>I can analyze the impact of word choice on the meaning and tones.</i></p> <p><input type="checkbox"/> Analyze the impact of the use of analogies and allusions to other texts on meaning and tone.</p> <p><i>I can analyze the impact of the use of analogies and allusions to other texts on meaning and tone.</i></p>		<p>simple descriptive language</p> <ul style="list-style-type: none"> - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. 	<p>students should demonstrate their mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. Students will understand how writers go about crafting paragraphs in order to build meaning. They will recognize how topic sentences, support, and elaboration work together to develop a concept for the reader. Work like this may include separating sentences of well-constructed paragraphs and asking students to place the manipulatives in the order that best builds meaning for them as a reader. Following this activity, students may reflect, using their own language and impressions, on the role each sentence served in the paragraph. Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures. Students will recognize how an author's perspective presents itself within a text. This process may involve examining a text for overall purpose, personal bias, and opposing viewpoints. Students will examine argumentative/evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details, and counterarguments. Students may then consider how someone of an opposing viewpoint may respond to the examples, data, or support offered in the original text. Students' analysis may also focus on examining the author's tone, word choice, and use of persuasive language.</p>
<p>8.RI.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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify different roles of</p>	<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>	<p>Main Ideas and Author's Approach</p> <ul style="list-style-type: none"> - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of 	

<p>sentences, structure of a specific paragraph in an informational text. <i>I can identify different roles of sentences, structure of a specific paragraph in an informational text.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Analyze the role that a particular sentence plays in the paragraph in developing and refining the key concepts, structure of specific sentences in developing the paragraph.</p> <p><i>I can analyze the role that a particular sentence plays in the paragraph in developing and refining the key concepts, structure of specific sentences in developing the paragraph.</i></p> <p><input type="checkbox"/> Analyze the impact of word choice on meaning and tones.</p> <p><i>I can analyze the impact of word choice on meaning and tones.</i></p>	<p>chapter, scene, or stanza) relate to each other and the whole.</p>	<p>straightforward paragraphs in more challenging passages.</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	
<p>8.RI.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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Determine the author’s point of view or purpose.</p> <p><i>I can determine the author’s point of view or purpose.</i></p> <p><input type="checkbox"/> Identify evidence the author uses to support his/her viewpoint/purpose conflicting evidence or viewpoints presented in a given text.</p> <p><i>I can identify evidence the author uses to support his/her</i></p>	<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author’s Approach</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Understand the overall approach 	

<p><i>viewpoint/purpose conflicting evidence or viewpoints presented in a give text.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Compare and contrast the author's evidence and /or viewpoints to the conflicting evidence and/or viewpoints.</p> <p><i>I can compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints.</i></p> <p><input type="checkbox"/> Analyze the techniques the author uses to respond to conflicting evidence.</p> <p><i>I can analyze the techniques the author uses to respond to conflicting evidence.</i></p> <p><input type="checkbox"/> Support your analysis with examples from the text.</p> <p><i>I can support your analysis with examples from the text.</i></p>		<p>taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Understand relationships between people, ideas, and so on in uncomplicated passages. <p>Interpretation of Data</p> <ul style="list-style-type: none"> - Understand basic scientific terminology - Find basic information in a brief body of text <p>Evaluation of Models, Inferences, and Experimental Results:</p> <ul style="list-style-type: none"> - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is supported by two or more data 	
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		<p>presentations or models.</p> <ul style="list-style-type: none"> - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion 	
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Integration of Knowledge and Ideas

<p>8.RI.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify mediums of different types: print, digital, video, multimedia. <p><i>I can identify mediums of different types: print, digital, video, multimedia.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define evaluate. <p><i>I can define evaluate.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use different mediums. <p><i>I can use different mediums.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the advantages of using print, digital text, video, multimedia to present a topic or idea. <p><i>I can evaluate the advantages of using print, digital text, video, multimedia to present a topic or idea.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the disadvantages of 	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p>		<p>Students will understand how the use of varying mediums may reinforce or distract readers" from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to one"s intended audience. Work like this may include examining multiple mediums of text focused around the same key concept. For each text, students will use language and message to identify the intended audience. Then, through partner, small group, or written reflection, they will reflect upon how effective that medium expresses the message and reaches the intended audience.</p> <p>Eighth grade students will dissect the argument presented in a text and analyze the support presented. One way to approach this is through analyzing a number of debates. For example, as students read closely, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker"s overall topic is to that piece of</p> <p>evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having explained the original study or speakers use weaker</p>
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<p>using print, digital text, video, multimedia to present a topic or idea.</p> <p><i>I can evaluate the disadvantages of using print, digital text, video, multimedia to present a topic or idea.</i></p>			<p>evidence to discredit oppositions.</p> <p>Eighth grade students will understand how two or more texts may present the same topic from differing viewpoints. Specifically, students should be able to cite instances of disagreement and analyze the basis for these discrepancies. Work like this may include examining</p>
<p>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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Define and identify: relevant/irrelevant evidence, sufficient/insufficient evidence, sound/unsound reasoning in informational text.</p> <p><i>I can define and identify: relevant/irrelevant evidence, sufficient/insufficient evidence, sound/unsound reasoning in informational text.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Delineate the argument and specific claims in a text.</p> <p><i>I can delineate the argument and specific claims in a text.</i></p> <p><input type="checkbox"/> Classify evidence as relevant/irrelevant, reasoning as sound/unsound, and evidence as sufficient, insufficient in informational text.</p> <p><i>I can classify evidence as relevant/irrelevant evidence, sufficient/insufficient evidence, sound/unsound reasoning in informational text.</i></p>	<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author’s Approach</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Locate basic facts (e.g., names, dates, events) clearly stated in a passage. - Locate simple details at the sentence and paragraph level in uncomplicated passages. - Recognize a clear function of a part of an uncomplicated 	<p>argumentative/evaluative texts, including editorials and political campaign documents. As students read each text, they should note the support established by each writer and how those details relate to the writer’s overall message. For instance, students may consider whether the details serve to sensationalize the issue, address the counterargument, or inform the reader. In addition, students should consider the source of these supporting details and their overall credibility in regard to the given topic. Evidence of this standard may include seminars and debates as well as reflections.</p>

- Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.

I can evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.

passage.

- Locate important details in uncomplicated passages
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages
- Locate and interpret minor or subtly stated details in uncomplicated passages
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.

Sequential, Comparative, and Cause-Effect Relationships:

- Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages.
- Recognize clear cause-effect relationships described within a single sentence in a passage.
- Identify clear relationships between people, ideas, and so on in uncomplicated passages
- Identify clear cause-effect relationships in uncomplicated passages
- Order sequences of events in uncomplicated passages.
- Understand relationships between people, ideas, and so on in uncomplicated passages.
- Understand implied or subtly stated cause-effect relationships in uncomplicated passages.
- Identify clear cause-effect relationships in more challenging passages.

		<p>Interpretation of Data</p> <ul style="list-style-type: none"> - Understand basic scientific terminology - Find basic information in a brief body of text <p>Evaluation of Models, Inferences, and Experimental Results:</p> <ul style="list-style-type: none"> - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models. - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. 	
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		<ul style="list-style-type: none"> - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. <p>Interpretation of Data</p> <ul style="list-style-type: none"> - Understand basic scientific terminology - Find basic information in a brief body of text <p>Evaluation of Models, Inferences, and Experimental Results:</p> <ul style="list-style-type: none"> - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is 	
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		<p>supported by two or more data presentations or models.</p> <ul style="list-style-type: none"> - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion 	
<p>8.RI.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify differences or conflicting information <p><i>I can identify differences or conflicting information.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize facts or interpretations. <p><i>I can recognize facts or interpretations.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify criteria for analyzing. <p><i>I can identify criteria for analyzing.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation. <p><i>I can analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.</i></p>	<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Interpretation of Data</p> <ul style="list-style-type: none"> - Understand basic scientific terminology - Find basic information in a brief body of text <p>Evaluation of Models, Inferences, and Experimental Results:</p> <ul style="list-style-type: none"> - Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model - Identify key issues or assumptions in a model - Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models. - Determine whether given information supports or contradicts a simple hypothesis or conclusions, and why - Identify strengths and weaknesses in one or more models - Identify similarities and differences between models 	

		<ul style="list-style-type: none"> - Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion 	
Range of Reading and Level of Text Complexity			
<p>8.RI.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> □ Identify/understand in key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <p><i>I can identify and understand key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> □ Comprehend independently key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <p><i>I can comprehend independently key text key ideas and details,</i></p>	<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author’s Approach</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	<p>Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>

<p><i>craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i></p>		<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Identify clear cause-effect relationships in uncomplicated passages - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Understand implied or subtly stated cause-effect relationships in uncomplicated passages. - Identify clear cause-effect relationships in more challenging passages. <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. 	
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