**GRADE 8-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (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. |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** |
| **Grade 7:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** | **Grade 9-10:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Characteristics of analysis
* Textual evidence/text support
* Inference
* Prediction
* Content/abstract idea
* Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)
* Critical/analytical judgments
* Generalizations
* Background knowledge
* Explicitly stated information from the text
* Conclusion
* Central idea
 | * Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.
* Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.
* Good readers differentiate between strong and weak textual evidence.
 | * Make, test and revise predictions as they read
* Make inferences about content, concrete ideas and author’s decisions in a text
* Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text
* Differentiate between strong and weak textual support
* Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read
* Make critical or analytical judgments to make generalizations
* Create self-motivated interpretations of text that are adapted during and after reading
* Draw conclusions about details and events in a text
* Analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis
 |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**Reading Recursive Strategies:**

* **Assimilating prior knowledge**
* **Rereading to clarify information**
* **Seeking meaning of unknown vocabulary**
* **Making and revising predictions**
* **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
* **Making connections and responding to text**

**These recursive strategies are the basic reading strategies that students must know and use to become successful readers.  Some of the strategies are not explicitly stated in the Common Core State Standards for ELA.**

**GRADE 8- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **CCSS – Grade Level Reading Standard 2 (Informational)** |
| **Grade 7:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | **Grade 8: 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.** | **Grade 9-10**: 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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Central idea
* Types of text structures (e.g. sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, cause/effect)
* Difference between central and supporting ideas in an informational text.
* Characteristics of an effective summary for informational texts (e.g., objective vs. subjective)
* How to summarize
 | * Authors of informational texts develop texts that have a central idea is developed over the course of a text through its relationship to supporting elements/ideas/details.
* Good readers develop effective summaries that are objective and capture the central idea of informational text(s).
 | * Identify the text structure in an informational text
* Determine a central idea in an informational text
* Describe or graphically represent the relationship between a central idea and supporting ideas
* Explain the relationship of the central idea to the supporting ideas in an informational text
* Analyze the development of the central idea over the course of an informational text, including its relationship to supporting ideas
* Summarize the main ideas objectively in an informational text, capturing the most important parts of the piece
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 8-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **CCSS – Grade Level Reading Standard 3 (Informational)** |
| **Grade 7:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  | **Grade 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**  | **Grade 9-10**: 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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze (e.g., explanation of what, why and how)
* Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)
* Connections and interactions (e.g., one piece of text “explains” another or influences another)
* Patterns of organization (e.g., comparison, analogy, classification, chronological order, definition, process, problem/ solution, cause/effect)
* Signal/linking words/phrases that facilitate analysis (e.g., connections/distinctions between and among ideas/ concepts/event)
 | * Authors make purposeful decisions about connections and distinctions between and among events, individuals, and ideas in informational text.
* Good readers analyze the relationships (e.g., connections and distinctions) among events, individuals, ideas/concepts and use that information to comprehend the what, why and how of the information.
 | * Differentiate between specific details and key ideas, individuals, events, etc.
* Identify and describe (or graphically represent) connections among/distinctions between individuals, ideas, events
* Identify linking words/phrases that signal connections among/distinction between individuals, ideas, events/
* Use text details to analyze *how* authors connect and distinguish between and among individuals, ideas, and events in informational text
* Analyze how a text (author) makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 8-Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (4):** Interpret words andphrases as they are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
| **CCSS – Grade Level Reading Standard 4 (Literary)** |
| **Grade 7:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | **Grade 8: 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.** | **Grade 9-10:** 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). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* How to analyze
* Word/language choices
* Context clues
* Literal/ Denotative meaning
* Connotative meaning
* Technical meanings
* Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions)
* Tone
 | * Authors make purposeful choices to achieve an intended effect within informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
 | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
* Use context clues to help unlock the meaning of unknown words/phrases
* Determine the appropriate definition of words that have more than one meaning
* Differentiate between literal and non-literal meaning
* Identify and use domain-specific terms
* Identify and interpret figurative language and literary devices
* Explain how figurative language enhances and extends meaning
* Explain the impact of specific language choices by the author
* Explain how authors use language choices to create an effect
* Analyze how specific language choices impact meaning and tone, including analogies or allusions to other texts
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 8-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **CCSS – Grade Level Reading Standard 5 (Informational)** |
| **Grade 7:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | **Grade 8: 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.**  | **Grade 9-10:** 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). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze
* Various text structures (e.g., sentences, paragraph, chapter, section)
* Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)
* Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)
 | * Authors use text structures and features to chunk and organize the information so readers can deconstruct the text.
* Authors’ choices of structures, features, etc. control the central idea and the readers’ perceptions
* Good readers know that recognizing how a text is structured is one key to making meaning from text.
* Good readers understand the structures and features of a text, and use them to make sense of what they read.
 | * Analyze connections between text features and the text’s purpose/central idea
* Analyze connections between author’s choice of text structure and the text’s purpose/central idea
* Analyze how structure and/or features enhance text’s purpose/central idea
* Analyze the relationship between text organization and development of ideas
* 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
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 8-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. |
| **CCSS – Grade Level Reading Standard 6 (Informational)** |
| **Grade 7:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | **Grade 8: 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.** | **Grade 9-10:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural and Application****Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
* Point of view (e.g., first person, third person, limited, omniscient)
* Author’s viewpoint/focus/attitude/bias
* Author’s perspective (background)
* Author’s strategies for developing viewpoint and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude)
* Conflicting evidence or viewpoints
* Responses to opposing viewpoints (e.g., acknowledge, concede, rebut)
 | * Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., acknowledging/
* responding to conflicting viewpoints).
* Good readers analyze the text to better understand the difference between the author’s position, viewpoint or attitude and that of others.
 | * Explain the author’s overall purpose for writing a text
* Explain how the author’s choices reflect his/her viewpoint, focus, attitude, position or bias
* Identify the author’s position in a text
* Explain how the author controls what the reader knows in a text
* Identify if and how conflicting evidence or viewpoints are addressed in a text
* Analyze how the author acknowledges and responds to/ignores conflicting evidence or viewpoints
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 8-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| **CCSS – Grade Level Reading Standard 7 (Informational)** |
| **Grade 7**: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | **Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.** | **Grade 9-10:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Characteristics of an evaluation
* Compare
* Contrast
* Text and media topic/message
* Author’s purpose/intention
* Audiences’ needs
* Media formats (e.g., visual, oral, quantitative)
* Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast)
 | * Creators and presenters of written and visual text choose media forms and formats to present a particular topic or idea for specific audiences.
* Good readers’ and viewers’ understandings and perceptions of a topic or idea are affected by the ways in which information or details are presented.
 | * Identify how text/media present information
* Identify aspects of text/media that reveal an author’s purpose/intention
* Analyze the advantages and disadvantages of different media
* Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 8-Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade 7**: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | **Grade 8: 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.** | **Grade 9-10**: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare/contrast
* Fact vs. interpretation
* Author’s viewpoint/focus/attitude/bias
* Author’s perspective (background)
* Author’s strategies for shaping presentations (e.g., author’s choices to emphasize some information or advance different interpretations of facts)
* How to analyze
 | * Authors of informational texts make choices about what to include and how to present information and key details on topics depending on their purpose.
* Good readers make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing difference evidence or advancing different interpretations of facts.
 | * Differentiate between fact and interpretation
* Identify the conflicting information, facts, interpretations
* Describe the authors’ overall purposes for writing texts
* Identify the authors’ positions in texts
* Describe how the authors’ choices reflect their viewpoints, foci, attitudes, positions or biases
* Describe how the author’s choices shape the content and presentation
* Compare and contrast one author's presentation of events with that of another and formulate conclusions
* Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 8)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |