**GRADE 8-Key Ideas and Details**

**Literary 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 (Literary)** |
| **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 an analysis
* Textual evidence/text support
* Inference
* Prediction
* Author’s decisions (e.g., word choice, point of view, literary elements, tone, style)
* Critical/analytical judgments
* Generalizations
* Background knowledge
* Explicitly stated information
* Conclusion
* Theme
 | * Authors include key details in literary texts which can help a reader ask and answer questions.
* 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 citing 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 author’s decisions and literary elements in a textIdentify/cite appropriate text support for inferences about author’s decisions and literary elements in a textDifferentiate between strong and weak textual supportUse 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 characters and events in a text
* Identify how author’s choices affect central ideas.
* Analyze what text says explicitly as well as inferentially and identify the strongest textual evidence to support that analysis
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 8)-**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. |

**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**

**Literary 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 (Literary)** |
| **Grade 7:** Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. | **Grade 8: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.** | **Grade 9-10:** Determine a theme or central idea of a text and analyze in details 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)** |
| * Literary texts
* How to summarize
* How to analyze
* Central/main idea
* Theme
* Difference between central ideas and supporting details in a story
* Story elements (e.g., character, setting, plot)
* Characteristics of an effective summary for literary texts (e.g., objective vs. subjective)
 | * Authors of literary texts include details about characters, setting, and plot that help readers determine the theme or central idea.
* Good readers develop effective summaries that are objective and include the central ideas.
 | * Describe or graphically represent the relationship between central ideas and character, setting, and plot
* Determine a theme or central idea of a text
* Analyze how character, setting, and plot develop to reveal a theme or convey the central idea
* Summarizea text capturing the most important parts of the original piece
* Create an objective summary (excluding personal opinions)
* Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
 |
| **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 literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |

**GRADE 8-Key Ideas and Details**

**Literary 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 (Literary)** |
| **Grade 7:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | **Grade 8:** 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. | **Grade 9-10:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Literary texts
* Story Elements
* Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/ turning point, resolution)
* Episodes
* Conflicts (man vs. man, man vs. nature, etc.)
* Character types (e.g., flat/round, static/ dynamic) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain)
* Setting (time, place, context)
* Dialogue (e.g., direct, indirect)
* Mood and tone
* Drama Elements
* Acts
* Scenes
* Dialogue (e.g., aside, monologue, dialogue)
* Character actions, feelings, words, and implied motivations
* How to analyze
 | * Authors choose dialogue and incidents for stories and dramas to develop rich literary texts.
* Good readers understand how characters, settings and events in literary texts are related.
 | * Explain the story elements in a literary work
* Explain elements of drama in a literary work
* Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)
* Differentiate among character types and roles within a story or drama
* Identify kinds of dialogue
* Explain what specific lines of dialogue reveal about characters
* Explain (tell, write, or graphically represent) how characters, events, setting, and plot elements interact to create/ show mood and tone
* 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
 |
| **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 literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |

**GRADE 8-Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. |
| **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 and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | **Grade 8: 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.** | **Grade 9-10:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Literary text
* Word/language choices
* Context clues
* Literal/ Denotative meaning
* Connotative meaning
* Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section)
* Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom)
* Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions)
* Mood
* Tone
 | * Authors make purposeful choices to achieve an intended effect within text(s).
* Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary 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 genre-specific terms to explain author’s language choices
* Identify and interpret figurative language and literary devices
* Explain how figurative language and literary devices enhance and extend meaning
* Explain the impact of specific language choices by the author
* Explain how authors use language choices to create an effect (e.g., mood and tone)
* Analyze the impact of specific word choice on 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 and connotative 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 literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |

**GRADE 8-Craft and Structure**

**Literary 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 (Literary)** |
| **Grade 7:** Analyze how a drama’s or a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | **Grade 8: 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.** | **Grade 9-10:** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Literary text
* Compare
* Contrast
* How to analyze
* Elements of style (e.g., tone, word choice, sentence structure)
* Various text structures (e.g., sentence, chapter, scene, stanza)
* Various patterns of organization (e.g., sequence/chronological order, comparison, problem/ solution, simple cause/effect, conflict/resolution)
 | * As readers compare the structure of several texts, they can understand how the differing structure of each text contributes to the meaning and style of each.
 | * Compare the structures of two or more genres
* Analyze connections between text structure and the text’s purpose/theme
* Analyze connections between author’s choice of text structure and the text’s purpose/theme
* Analyze how text structure enhances text’s purpose/theme/style
* Explain how the purpose/theme can vary when the author chooses different text structures
* Analyze the relationship between text structure and development of ideas
* Compare the relationship between form/structure and meaning in two or more texts
* Analyze how the differing structure of texts contribute to their meaning and style
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| **CCSS- Grade Specific Reading Standard 10 (Grade 8)**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. |

**GRADE 8-Craft and Structure**

**Literary 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 (Literary)** |
| **Grade 7:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | **Grade 8: 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.** | **Grade 9-10:** Analyze a particular point of view or cultural experience reflected in a work of literature |
| **Know** **(factual)** | **Understand** **(conceptual)** | **Do****(procedural & application)** |
| * Literary text(s)
* How to analyze
* Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text
* Point of view (omniscient, first-person, third-person limited)
* Author’s view point/perspective
* Perspective
* Author’s purpose
* Speaker/Narrator
* Audience
* Word choice
* Tone
* Irony
* Subjectivity/Objectivity
* Text Evidence
* Characters’ points of view
* Literary devices such as dramatic irony
* Text effects such as suspense or humor
* Strategies for developing narrative texts(e.g., point of view, character development, dialogue, what information to include and exclude)
 | * An author’s purpose for writing a piece of text impacts the reader in a specific way.
* Authors use strategies (controlling what the reader knows, and when and how the reader gets information) to create effects such as suspense or humor.
* Good readers recognize that the author controls what the reader knows through the choices he/she makes about characters or narrators.
 | * + - * Identify the author’s overall purpose for writing a text
			* Describe how the author’s purposes shape the content
			* Determine points of view of characters
			* Describe how point of view affects a literary text
* Describe how point of view impacts the reader
* Identify differences in the points of view of the characters and the audience or reader
* Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 8)**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. |

**GRADE 8- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content presented in diverse media and formats, including visually andquantitatively, as well as in words. |
| **CCSS – Grade Level Reading Standard 7 (Literary)** |
| **Grade 7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | **Grade 8: 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.** | **Grade 9-10:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * How to analyze
* How to evaluate
* Genre (e.g., story, drama)
* Versions/media of text (e.g., written/script, live, filmed)
* Media techniques/tools-Visual (e.g.,. color, lighting, props, costumes, focus, angles in a film)
* Media techniques/tools-Oral (e.g., sound effects, music, voice)
* Director’s choices
* Actor’s choices
* Author’s choices (e.g., audience, word choice, text structure, style, mood, tone)
* Author’s intention/purpose (e.g., to reveal a dilemma, to promote self reflection, to draw attention to an issue or event, to predict the future, to understand the past)
* Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea)
 | * Authors’/directors’/actors’ choices impact the readers’, listeners’, and viewers’ understanding of a text.
* Good readers’ and viewers’ understanding of a text is influenced by the unique choices the authors, directors, and actors make.
 | * Identify the director’s /actor’s choices that stay faithful to or depart from the text or script
* Compare and contrast a filmed or live production with its text or script
* 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
* Evaluate the choices made by the director or actors
 |
| **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 literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |

**There is no Standard 8 for 8th Grade.**

**GRADE 8- Integration of Knowledge and Ideas**

**Literary 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 (Literary)** |
| **Grade 7:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | **Grade 8: 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.** | **Grade 9-10:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * How to analyze
* How to describe
* Theme(s)
* Allusions
* Character types (e.g., dynamic, flat, round, static)
* Characteristics of various genres (e.g., fiction, historical fiction, non-fiction)
* Classical texts (e.g., traditional stories, religious works, myths)
* Story patterns (e.g., good vs. evil, quests, repetition)
* Archetypes/prototypes
* Text-to-text connections
 | * Authors often draw from classical texts to write contemporary stories.
* Good readers better understand modern works of fiction when they recognize or make connections to themes, patterns of events, and character types found in classical texts.

  | * Recognize common classical allusions
* Recognize classical themes, patterns of events, and character types in modern works of fiction
* Compare classical and modern use of patterns of events and character types
* Compare classical and modern treatments of themes
* 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 and explain how the material is rendered new
 |
| **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 literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |