

# Section One:

Reading

Literature

(RL)

# Inference & Text Evidence

RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Word	Definition
Textual Evidence	Word for word from text
Inference	A conclusion derived from logical reasoning following an investigation of available evidence Think..."based on what I have read, it's most likely true that"
Explicit	Stated clearly and directly, leaving no room for confusion or interpretation

## Note:

- Students should **always** provide text evidence to support an answer.

# Theme, Central Idea, Summary

RL 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; **provide an objective summary of the text.**

RL 8.2: Determine the theme or central idea of a text and analyze its development over the course of the text, **including its relationship to the characters, settings, and plot;** provide an objective summary of the text.

Word	Definition	Example
Theme	Central idea or lesson the author is revealing, author's overall message.	Honesty is the best policy
Plot	All fictional stories have a plot. Plot is the sequence of events that take place in the story	
Summary	Shortened version of the text that states its key points	
Objective Summary	States key points <b>without</b> adding your own opinions or feelings.	

## Notes:

- Key events that happen in a story (the plot) can contribute to the theme.

# Plot, Story Elements, Dialogue

RL 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL 7.3: **Analyze** how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

(RL 8.3 is below this table)

Word	Definition
Character	People, animals, or other creatures in a story
Setting	Where and when a story takes place
Exposition	Introduces the characters and setting
Rising Action	The story becomes more interesting. Suspense is starting to build
Climax	The moment in a story at which the crisis comes to its point of greatest intensity and is resolved. It is also the peak of emotional response from a reader or spectator, and it usually represents the turning point in the action.
Falling Action & Resolution	The part of the story in which the problem of the story is resolved or worked out. This working out can be either positive or negative.
Conflict	Every storyline involves a major problem or conflict. It is a struggle between two forces, but these forces can be either internal (feelings) or external (physical)
Plot	All fictional stories have a plot. Plot is the sequence of events that take place in the story

## Notes:

- Elements of a story interact and affect one another. Example: *Because the story is set during a time of war, the characters may be called to fight*
- Changing one element of a story can affect the other elements. Example: *Let's say in a story a bridge is being overtaken by a monster. This **PROBLEM** has the potential to change the **character's** feelings and advance the **plot**.*

RL 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke decision.

Word	Definition	Example
Dialogue	Conversation between two or more characters in a novel.	“What are you thinking about?” asked the student “Crazed squirrels riding unicorns.” said the eccentric teacher.

Notes:

**Dialogue** can propel action. Example: *Carrie said, “Sam is the worst dodge ball player on our team.” This leads to the action of Sam getting really mad and punching the wall.*

**Dialogue** can reveal aspects of the characters. Example: *Because Carrie said, “Sam is the worst dodge ball player on our team,” the reader realizes that Carrie is either jealous, hateful, or vengeful.”*

**Dialogue** can provoke decisions. Example: *Because Carrie said, “Sam is the worst dodge ball player on our team,” Sam decides to quit the team.*

An **incident** in a story can propel action. Example: *Christian steals a copy of the final test, which leads to Christian getting a 100 on the test.*

An **incident** in a story can reveal aspects of the characters. Example: *Because Christian steals a copy of the final test, the reader realizes Christian is dishonest.*

An **incident** in a story can provoke a decision. Example: *Because Christian steals a copy of the final test, he begins to feel guilty and decides to tell the teacher.*

**\*\*If a change is made to one line of dialogue or one incident in a story/drama, the actions, aspects of a character, or decisions made by the character will be affected.**

# Figurative Language & Poetry

RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

RL 7.4: 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.**

RL 8.4: 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 and allusions to other texts.**

Word	Definition	Example
Simile	Compare two unlike things using like or as	She is as pretty as a flower
Metaphor	A direct comparison not using like or as	You're a firework
Hyperbole	An extreme exaggeration	I told you one million times to clean your room!
Personification	Giving human qualities to something that is nonhuman	The tree danced in the wind
Alliteration	The repetition of beginning sounds	Molly makes marvelous macadamia muffins.
Assonance	Repetition of vowel sounds to create internal rhyming within phrases or sentences	"Twinkling twilight meets twice at the edge of night"( Long i)
Onomatopoeia	Word that imitates a sound	Pow! Boom! Kerplunk
Literal Language	The sentence/phrase means exactly what it said.	The girl rushed to get ready so she wouldn't be late for school.
Figurative Language	Sometimes what is said is not exactly what is meant.	The Sea lashed out in anger at the ships, unwilling to tolerate another battle
Denotative	Dictionary Definition	Home: A place in which one lives
Connotative	The feelings words carry	Home: a place of security, comfort, and family
Analogies	Comparisons between two things that are similar.	A gang of boys is like a a pack of wolves.

Word	Definition	Example
Allusions	Indirect references to other texts.	When Justin Beaver was arrested for the 3rd time, he alluded to a late 90s song by saying, "Opps, I did it again!"
Tone	The attitude the author has toward the work	"I'm so glad that jerk was fired; now I won't have to deal with him anymore." Vs. "It's terrible that Tony was let go; he was such a great colleague!"

**Note:**

- Instead of just learning figurative language terms, make sure to focus in on the meaning of the statement.
  - **Example: *She is my sun is a metaphor that means she brings me a lot of happiness.***

# Text Structures

RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Note:**

- Focus on small sections and ask, **how does this section contribute to the theme, setting, and/or plot.** This standard is all about breaking down a large text into smaller pieces, and analyzing how they all work together.
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RL 7.5: Analyze how a **drama's or poem's form or structure** (e.g., soliloquy, sonnet) contributes to its meaning

**Note:**

- 7th grade is all about learning the different types of poems and how they contribute to the meaning. **For example, a ballad is typically dramatic which helps set the stage for the meaning.**

Word	Definition
Stanza	The formal division of lines in a poem. Many poems are divided into stanzas that are separated by spaces. Stanzas are just like paragraphs in prose
Rhyme Scheme	The pattern of rhymes in a poem. To mark a rhyme scheme one uses the letters of the alphabet A, B, C and so on.
Mood	How the reader feels when reading a poem
Ballad	A poem that recounts a story -- generally some dramatic episode. The <b>ballad stanza</b> is a four-line stanza usually characterized by an <i>abcb</i> rhyme scheme,
Sonnet	a lyric poem that always consists of fourteen lines (usually printed as a single stanza) Usually deals with love.
Free Verse	Poetry without a regular pattern of rhyme.
Narrative	A poem that tells a story
Concrete	A poem in a shape that suggests its subject. The poet arranges the letters, punctuation, and lines to create an image or picture
Lyric	A short, highly musical poem. It expresses the observations and feelings of a single speaker.



RL 8.5 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.

Word	Definition
Compare	Analyze the similarities
Contrast	Analyze the differences
Style	a particular manner of doing something (writing, painting, speaking) characteristic to an individual (author, singer), region, and time.

**Notes:**

- This 8th grade standard is all about putting together what students learned in 6th and 7th grade.
- Students should read 2 texts focused on the same topic, but written in different styles (one could be a poem and the other a short story), and then compare the two.

# Point of View & Perspective

RL 6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

RL 7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL 8.6: Analyze how differences in the point of view of the characters and the audience or reader (created through the use of dramatic irony) create such effects as suspense or humor.

Key Term	Definition	Example
Point of View	a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument	
Narrator	Person telling the story	
Dramatic Irony	The audience knows something the characters do not. Because of this understanding, the words of the characters take on a different meaning. <b>Authors use this to create intense suspense or humor.</b>	In a scary movie, the character walks into a house and the audience knows the killer is in the house.

Type of POV	Why the author uses it	Definition	Clue
First Person	Gives the reader insight to into his/her thoughts	Narrator tells the story	Uses "I"
Second Person	Draws the reader into the story by talking directly to them	Narrator speaks directly to you	Uses "You"
Third Person	Gives the reader a more objective view	An outside narrator tells the story	Uses "he" "she" "it"
Third Person Limited	Give the readers a direct, intense view of a character's thoughts and feelings.	An outside narrator tells the story BUT knows the thoughts of one character	Still Uses "he" "she" "it" but tells the story through one character's eyes

Type of POV	Why the author uses it	Definition	Clue
Third Person Omniscient	Allows the read to know all of the thoughts of all characters	An outside narrator tells the story and knows the thoughts of all characters	Still uses “he” “she” “it” but is able to tell the story from all points of view.

**Notes:**

- Authors use points of view to reveal thoughts, feelings, actions, and spoken words of characters
- Be able to contrast the points of view of different characters or narrators in a text.
- Know that the points of view of characters and the reader can be different. This is all dependent on what the narrator/author lets the reader know.

# Compare & Contrast Media Types

RL 6.7: Compare and contrast **the experience** of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL 7.7: 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).

RL 8.7: **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.**

Word	Definition
Compare	Analyze the similarities
Contrast	Analyze the differences

**RL 8 is not applicable to literature**

# Compare & Contrast Texts

RL 6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL7.9: 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.

RL 8.9: **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.

Word	Definition	Example
Genre	a category or type of literature or art characterized by similarities in form, style, and subject	Historical fiction, realistic fiction, Sci-Fi, etc
Theme	The unifying idea and underlying meaning of a text.	Little Red: Don't talk to strangers
Myth	traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon	

## Notes:

- Know authors use or alter historical facts to develop their own fictional stories just like Spinelli did with Milkweed. He used historical facts of the Jewish ghettos to frame the story.
- Know that traditional fairy tales are often recreated with more modern problems, settings, and characters. For example, a modern Cinderella adaptation might have Cinderella losing a sparkly pink Tom's shoe instead of a glass slipper. And the "prince" might be a boy in the same school.
- Be able to compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters.
- Be able to recognize how modern works of fiction draw on traditional themes, events, or characters found in traditional fairy tales, myths, etc to make them new.

# Reading Comprehension

RL 6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 8.10: 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.

## **Annotating strategies that will help students stay focused and comprehend complex text:**

1. **Doodle:** Jot images that pop into your head while you're reading
2. **Big Ideas:** Jot down the big things that are happening
3. **Questions:** Jot down the questions that pop into your head
4. **Hashtags:** Jot down short and fun summaries and reactions about what you're reading (#ohnoshedidn't, #badidea, etc)
5. **Conflict:** Jot down the problems that are happening
6. **Motivations:** Jot down WHY a character or author is doing something
7. **Reactions:** Jot down HOW what you're reading makes you feel and WHY.
8. **Cause and Effect:** Jot down what is happening and why.
9. **Quotes:** Jot down significant and meaningful quotes.

# Section Two:

Reading

Informational

(RI)



# Inference & Text Evidence

RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 8.1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Word	Definition
Textual Evidence	Word for word from text
Inference	A conclusion derived from logical reasoning following an investigation of available evidence <b>Think...”based on what I have read, it’s most likely true that”</b>
Explicit	Stated clearly and directly, leaving no room for confusion or interpretation

## Notes:

- This is the same as the literature standard, students just have to practice the same skill with informational text.
- Readers use textual evidence, **word for word support**, to reach logical conclusions, “**based on what I read, it’s most likely true that....”**
- Readers will find textual evidence to support explicit, right there answers, and inferential questions.

# Central Idea & Summary

RI 6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 7.2: 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.

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

Word	Definition
Central Idea	Main point of a piece of writing
Summary	A shortened version of the text that states the key points
Objective Summary	States key points of the text without adding personal opinions or feelings

## Notes:

- Students should be able to find the central idea of an entire selection and smaller sections.
- Students should be able to see how the smaller central ideas work together to develop the main central idea.
- Focus on the author's use of details since they help develop central ideas in a text.

# Connections Between Topics

RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 7.3: 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).

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

## Notes:

- While reading, track of how the author explains individuals, events, and ideas.
- Individuals, events, and/or ideas in a text affect one another.
- Be able to tell how individuals, events, and ideas are connected within/among texts. This may be done with...
  - **Comparisons:** Example: The Underground Railroad and the Jewish Resistance Movement
  - **Analogies:** Example: One-part-per-billion is equal to one sheet in a roll of toilet paper stretching from New York to London.
  - **Categories:** Example: *Leaders of Change- Rosa Parks, Gandhi, Mother Teresa, MLK.*

# Figurative Language & Word Choice

RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

Word	Definition	Example
Analogy	a comparison drawn between two things for the sake of clarification or explanation	A gang of boys is like a a pack of wolves.
Allusion	an indirect reference to a person, place, object, literary work, historical event, etc. from an external context	When Justin Beaver was arrested for the 3rd time, he alluded to a late 90s song by saying, "Opps, I did it again!"
Tone	The <b>word choice</b> the author makes in order to create an attitude	A description of a first date that included words and phrases like "dreaded" and "my buddies forced me to go on the date, we could assume that the individual didn't really enjoy the date.

## Notes:

- Words have a technical meaning and understand their purpose in a specific text. **Example:** *"Stem" in an article about flowers is different from "Stem" in an article about cell research.*
- Authors choose words and phrases (tone), including analogies and allusions, to create an overall meaning for the reader. **Think: Why did the author choose this word?**

# Text Structure

RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI 7.5: 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.

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

Type of Nonfiction text	Characteristics
Description or listing	Provides information such as facts or characteristics about a subject, event, person, or concept.
Sequence or time order	presents a series of events that take place in a chronological order.
compare and contrast	points out the likeness and/or differences between two or more subjects.
Cause and effect	attempts to explain why something happens: how facts or events(causes) lead to other facts or events(effects)
Problem and solution	Describes a problem and presents one or more solutions to that problem.

## Notes:

- The author organizes text and the individual parts of a text contribute to the overall development of ideas.
- The role of a particular sentence (topic sentence, supporting details) help to develop and refine the key concept, ***ideas and terms that are central to the main points of the text.***

# Point of View & Purpose

RI 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI 7.6: 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.

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

Word	Definition
Point of View	The writer or speaker's stance on events or information presented
Purpose	The reason for a particular action or creation (e.g., article or speech)
Conflicting Evidence/ Viewpoints	Evidence and opinions that goes against the author's point of view

## Notes:

- Students should be able to determine the author's point of view and be able to explain his/her purpose for writing the text.
- Think: "**Based on the author's point of view, why did they write the text?**" Possible responses most likely will include **1. To Persuade 2. To Inform 3. To Warn**
  - **To determine author's point of view ask yourself, "What do I know about the author's opinions, values, and/or beliefs?**
- Students should be able to recognize when authors acknowledge and respond to conflicting evidence or viewpoints.
  - **Ask yourself, "How does the author respond? Does he/she use information, evidence, statistics, etc to strengthen his/her own view point?**

# Arguments & Claims

RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.

Word	Definition
Argument	The reasons, evidence, or support the author gives in the nonfiction article to support their claim/stance on a subject.
Claim	an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth
Evidence	facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
Relevant Evidence	Details, facts, and other elements that are closely connected and appropriate to that which is being considered, argued, or explained.
Delineate	To describe something precisely
Irrelevant Evidence	Details, facts, and other elements that are not appropriate or sufficient enough to support that which is being considered, argued, or explained.

## Notes:

- What makes a credible (believable) author? They need to have experience and knowledge in the subject they are speaking/writing about. For example, your high school friend, Austin, tweets that aliens are going to take over the Earth! He is not credible...he is only in high school and he used Twitter to release the information. However, if Chuck Hagel (Secretary of Defense at the Pentagon) releases a press statement stating aliens are taking over the Earth, then it is more credible due to the expertise and position of the author.

- When reading informational articles students should be able to answer: ***Who wrote it, when was it written, and why was it written? This will help you answer the question of credibility.***
- If an author gives you evidence, you will need to determine if it is relevant and sufficient enough to support the claim. ***Meaning, is the statement based on fact or opinion?***
- Students should be able to recognize when the author introduces irrelevant, ***unrelated or unnecessary evidence***, to his/her argument.
- Students should be able to read informational text and evaluate if the author provides sufficient and relevant information to support their claim.



# Compare & Contrast View Points

RI 6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI 7.9: 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.

RI 8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## Notes:

- Students should be able to read 2 or more informational articles that present a topic differently based on the point of view of the authors.
  - For example: One author (Mrs. Kepley) might believe in the previous existence of unicorns and another author (Archeologist, Sam Stone) supports the idea that unicorns are mythical creatures.
  - Who is the most credible source? Unfortunately, Sam Stone. Boo....
  - Students should be able to point out the differences in the author's view points.
  - One authors interpretation of a topic can be different from another author depending on the facts they choose to emphasize. Going back to the unicorn example...Sam Stone would point out there has been no archeological evidence (fossils) to support the existence of unicorns. Mrs. Kepley would write how she read an article and watched a clip from North Korea about unicorns on the internet. Again, Sam Stone has the most reliable information here.
  - It is important to understand two or more texts can provide conflicting information on the same topic.
- Authors can choose to emphasize different evidence when writing about the same topic.

# Reading Comprehension

RI 6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 8.10: 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.

## Note:

- Just like with literature, it is important to annotate while reading. This will keep the students focused on the text.
- Before reading an informational text, inform students of the purpose of reading. For example, you might say, **“Today we are going to read this article to determine the author’s point of view.”** Or, **“Today we are going to read and pay close attention the words the author uses to get their point across.”**