**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 8

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS****Students will know…** | **SKILLS****Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.8.1](http://www.corestandards.org/ELA-Literacy/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.
 | Explicit InformationImplicit InformationInfer/InferenceAnalyze/AnalysisCite/CitationTextual EvidenceSummarize/Conclusion | Know textual evidence is a quote, paraphrase, or summary from a text that supports a specific argument or claim that is being madeDraw inferences/infer from literary text to make and support an analysisSupport conclusions with explicit and implicit textual evidence* Why does a reader use explicit and implicit evidence to support his or her analysis of literary text

Determine the textual evidence that best supports a conclusionsExplain how the textual evidence selected supports a conclusion* A reader’s analysis of literary text must be supported with sufficient evidence from the text in order to be convincing
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| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.8.2](http://www.corestandards.org/ELA-Literacy/RL/8/2/) 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 summary of the text.
 | Analyze/AnalysisElements of StoriesElements of PlotTheme/Central IdeaSummarize ObjectiveSubjective | Know the theme or central idea of a text is the message or lesson that the author alludes to through details* Infer the theme or central idea of a text is the message or lesson that the author alludes to through details
* Literary texts contain themes or central ideas that must be derived through analysis of key details

Know literary elements, such as character, plot and setting contribute to the theme or central idea of a text* Analyze the development of theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text
* Explain how the characters, setting and/or plot support the development of a theme

Know an objective summary includes a statement of the text’s main ideas, but does not include opinions or judgments* Determine the main ideas in a text and use them in an objective summary
* How can a reader use their understanding of theme/central idea to summarize a text objectively
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| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.8.3](http://www.corestandards.org/ELA-Literacy/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 a decision.
 | Elements of StoryElements of PlotAnalyze/AnalysisStory/DramaPaceCharacterCharacterizationCharacter Roles | Know dialogue is conversation among charactersKnow incidents are events or occurrences in a story or dramaKnow interactions of story elements affect the pace of the story or dramaKnow revealing aspects of a character means to uncover traits or background knowledge about that character* Determine why a character makes a particular decision

Know details about characters can be revealed through dialogue or incidentsKnow the pace of a story quickens at times of action or intensity* Recognize when the pace of a story or drama changes
* Determine what causes the pace of the story or drama to change

Know dialogues can cause action, reveal details about the characters, change the pace of the story or drama, or cause a character to make a decision* Explain how an event or dialogue change the pace of the story or drama

Know events can cause action, reveal details about characters, change the pace of the story or drama, or cause a character to make a decision* Explain how an event or dialogue change the pace of the story or drama
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| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.8.4](http://www.corestandards.org/ELA-Literacy/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 or allusions to other texts.
 | Vocabulary in ContextFigurative LanguageWord ChoiceTone | Identify figurative language in a text* Determine how the author’s use of words and phrases controls the meaning/tone of the text
* Explain how the author’s use of figurative language further illustrates/expands the tone and meaning of the text

Know an analogy is a comparison between things with similar features* Explain how analogies further expand an author’s ideas and attitude about the topic

Know an allusion is a reference to a person, place or thing in history, or a reference to another literary text* Explain allusions within a text, and how allusions add background knowledge and depth to a text

Know words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word)* Explain how the author’s use of connotative meanings conveys the author’s stance/tone within a text

Know tone is the author’s attitude toward the topic conveyed through words and phrases |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.8.5](http://www.corestandards.org/ELA-Literacy/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.
 | Text Structure/FormPoetry, Drama, Scene, Soliloquy, Sonnet, StanzaStyle | Know structure is the way in which the parts of a work of literature are organized* Describe the structure of two or more texts
* Identify the meanings of two or more texts
* Explain how the text structure of a text contributes to its meaning and style
* Identify similarities and differences in structure and style between two or more texts
* Evaluate the effect of one structure over another with regard to a work’s meaning and style

Know the structure of a poem, short story, novel or nonfiction piece contributes to the work’s meaning and styleKnow style is the unique manner or voice in which a writer communicates ideas* Describe the style of two or more texts
* Identify similarities and differences in structure and style between two or more texts
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| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.8.6](http://www.corestandards.org/ELA-Literacy/RL/8/6/) 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.
 | Point of ViewAuthor’s PurposeIrony/Dramatic Iron | Know authors manipulate information readers and characters receive in order to create humor and/or suspense* Identify information that is withheld or unknown to a character or group of characters in a text
* Explain how a character’s knowledge or lack of knowledge influences their perspective on situations and events in a text

Know authors use point(s) of view to control the flow of information* Determine the points of view represented in the text
* Contrast the different points of view between the audience and a character
* Contrast the different points of view among characters
* Explain how the author used point of view to create humor and/or suspense in the text

Know authors something draw the reader’s attention to another point of view to showcase the disparity of important informationKnow authors use rhetorical devices (i.e. dramatic irony) to create a desired effect, including humor and suspense, in a textKnow irony is a figure of speech in which the literal meaning is the opposite of the intended meaning* Recognize irony in a text and explain how it renders the text humorous or suspenseful

Know dramatic irony is a technique in which the reader/audience knows something that a character does not* Recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful
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| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.8.7](http://www.corestandards.org/ELA-Literacy/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.
 | Compare/ContrastPerceive/PerceptionDramaInterpretation | Know directors/actors/producers make intentional and unintentional decisions about what to include, omit, or emphasize in a production* Compare the film/live production of a story or drama with the text or script version
* Contrast the film/live production of a story or drama with the text or script version
* Evaluate the decisions made by the director or actors in the interpretation of the story or drama
* Analyze how a film/live production of a story or drama stays faithful to or departs from a text/script
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| 8 | * **(RL.5.8 not applicable to literature)**
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| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.8.9](http://www.corestandards.org/ELA-Literacy/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.
 | Author’s PurposeStory ElementsFact and Opinion | Identify the characteristics of modern works of fiction* Evaluate the importance of the traditional source in rendering a modern work of fiction

Define themes, patterns of events, or character types used in fiction* Identify themes in modern works of fiction
* Identify patterns of events in modern works of fiction
* Distinguish character types in modern works of fiction

Describe how material is rendered new* Analyze how the material in the modern works of fiction to similar character types in myths, traditional stories, or religious works

Understand the characteristics of a wide variety of texts including myths, traditional stories, or religious works* Compare modern works of fiction to myths, traditional stories, or religious works such as the Bible
* Compare patterns of events of modern works of fiction to those aspects of myths, traditional stories, or religious works such as the Bible
* Compare character types in modern works of fiction to similar character types in myths, traditional stories, or religious works such as the Bible
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| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.8.10](http://www.corestandards.org/ELA-Literacy/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. | GenreFluencyComprehensionApplication across Content Areas | Identify the characteristics of genre and the elements of genreIdentify the different characteristics of different genres based on literary elements (theme, character, plot)Read and comprehend at a 4th grade level (informational and technical texts). |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 8

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS****Students will know…** | **SKILLS****Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/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.
 | Cite/CitationsTextual EvidenceInfer/InferenceExplicit InformationImplicit InformationAnalyze/Analysis | Draw conclusions about what an informational text is saying, explicitly and implicitlyDraw inferences from informational text to make and support an analysisSupport an analysis/inference/conclusion with explicit and implicit textual evidence* Know textual evidence is a quote, paraphrase, or summary from a text that supports an argument or claim

Determine which textual evidence best supports an analysisExplain the relationship between an analysis/inference/conclusion and textual evidence |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.8.2](http://www.corestandards.org/ELA-Literacy/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.
 | Central IdeaAnalyze/AnalysisSummarizeKey DetailsFact and Opinion | Know that the central idea of a text is the overall message* Determine the central idea of a text

Know that the details in a text contribute to its central idea* Analyze how the central idea develops over the course of a text, determining when it first appears and when it gets reinforced by details in the text
* Explain which supporting ideas in the text support the central idea

Know that the subjective writing includes personal writing and judgmentsKnow that objective writing is based on fact and does not reference personal opinions or judgments about a textKnow that a summary is objective and identifies the author, title, and main ideas of a text* Determine the main ideas in a text and use them in an objective summary
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| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 | Analyze/AnalysisAnalogyMaking Connections/Distinctions | Know connections are relationships or similarities* Identify the relationships among people, events, and ideas in a text

Know distinctions are differences* Explain in detail the similarities and difference between people, events and ideas in a text

Know analogies are comparisons used to show relationshipsKnow texts use comparisons, analogies, and categories to show similarities and differences among individuals* Explain in detail how using comparisons, analogies, or categories helps to clarify relationships among people, ideas and events in a text
* Analyze how the relationships among individuals, ideas or events create the overall message of the text
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| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.8.4](http://www.corestandards.org/ELA-Literacy/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 texts.
 | AllusionAnalogyConnotationDenotationFigurative LanguageToneWord ChoiceVocabulary in Context | Identify figurative language in a text* Determine the meaning of words and phrases from the text
* Determine how the author’s use of words and phrases controls the meaning/tone of the text
* Explain how the author’s use of figurative language further illustrates/expands the meaning or tone of the text

Know an analogy is a comparison between things with similar features* Explain how analogies expand an author’s ideas and attitude about the topic

Know an allusion is a reference to a person, place or thing in history, or a reference to another literary text* Explain allusions within the text, and how allusions add background knowledge and depth to a text

Know words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of the word)* Explain how the author’s use of connotative meaning conveys the author’s stance/tone within text

Know technical words and phrases are used to clarify the processes and procedures described in a textKnow tone is the author’s attitude/feelings toward the topic conveyed through words and phrasesUnderstand every text has a tone, and that an author’s choice of words and phrases controls the tone of the text |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.8.5](http://www.corestandards.org/ELA-Literacy/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.
 | Analyze/AnalysisSyntax/Sentence StructureKey Ideas and Details | Know the various structures for informational text (i.e. chronology, comparison, cause/effect, problem/solution)* Authors deliberately structure a text to convey the meaning they intend for reading

Know the structural components of various texts (i.e. transitions that signal cause, sequential, and comparative relationships)* Identify words/sentences that indicate a particular structure used to develop ideas
* Describe the role of particular sentences in developing and refining key concepts

Know the text structure contributes to the development of events, ideas, concepts and information within a text* Identify and describe the key concepts in an informational text
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| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.8.6](http://www.corestandards.org/ELA-Literacy/RI/8/6/) 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.
 | Author’s purposePoint of ViewAnalyze/AnalysisText StructureArgument/ClaimPositionCredibility | Know readers consider the author’s point of view or purpose for writing a text in order to judge the credibility of the information provided* Determine the author’s position on any argument in the text
* Determine the author’s point of view and purpose for writing in a text

Know an effective argument addresses counterclaims and counterarguments* Identify any conflicting evidence or viewpoints presented in the text
* Consider the language/tone the author uses when presenting counterarguments and conflicting evidence in a text

Know authors may present and respond to conflicting viewpoints of events or issues in order to reinforce their own argument* Evaluate the author’s response to conflicting evidence or viewpoints
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| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 | Compare/ContrastMediumsFormat/Text StructureMediaMultiple Resources | Know different mediums can be used to present a particular topic or idea* Compare different mediums
* Contrast different mediums
* Explain the advantages of using different mediums to present a particular topic or idea
* Explain the disadvantages of using different mediums to present a particular topic or idea

Know different mediums may present topics in a multi-sensory way* Evaluate the different mediums in order to select the most effective medium to present a particular topic or idea
* Understand different mediums have specific purposes and can impact the effectiveness of the presentation of a particular topic or idea
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| 8 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.8.8](http://www.corestandards.org/ELA-Literacy/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; recognize when irrelevant evidence is introduced.
 | Claim/ArgumentEvidenceReason | Know sound reasoning is supported by accurate evidence leading to an appropriate conclusion* Can delineate an argument
* Can identify specific claims in a text

Know how to assess reasoning within a text* Can assess if claims are supported by sound reasoning
* Can assess if claims are supported by relevant evidence
* Can assess if claims are supported by sufficient evidence
* Evaluate whether all evidence is relevant to the argument
* Evaluate whether the argument is valid based on evidence and reasoning presented
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| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.8.9](http://www.corestandards.org/ELA-Literacy/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.
 | InterpretationPresentationEmphasizeAuthor’s PerspectiveCompare and ContrastFact/Opinion | Know the difference between facts and interpretation of facts* Can identify facts in informational text
* Can identify interpretation of facts in informational text
* Can analyze how the authors use facts and interpretations in presenting information on a topic

Know that different authors providing information on the same topic do not always agree* Can recognize the points of disagreement between two texts
* Can explain why two texts provide conflicting information

Know conflicting information is when information in one text differs from another |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.8.10](http://www.corestandards.org/ELA-Literacy/RI/8/10/) 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. | GenreFluencyComprehensionApplication across Content Areas | Identify the characteristics of genre and the elements of genreIdentify the different characteristics of different genres based on literary elements (theme, character, plot)Read and comprehend at a 4th grade level (informational and technical texts).  |