8ᵀᴴ GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Informational Text

Key Ideas and Details R.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.

Standard Text:	Students who can demonstrate understanding can:
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 textual evidence to support an idea. • respond to text-dependent questions using strong evidence. • rank the strength of a set of examples of textual evidence and justify their rankings.
Vertical Alignment to Previous Grades: RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, RI.6.1, RI.7.1 **Vertical Alignment to Future Grades:** RI.9-10.1, RI.11-12.1	**Clarification Statement:** Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states. **Vocabulary for Teacher Development:** • **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole • **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation • **inference** – a conclusion derived from logical reasoning following an investigation of available evidence • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself

Anchor Standard/ Domain Name: Reading: Informational Text

Key Ideas and Details R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard Text:	Students who can demonstrate understanding can:
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.	• analyze how a central idea is developed. • cite textual evidence to support an idea. • use graphs, such as line charts, to map out the development of the central idea of a text from beginning to end. • read a summary containing personal opinions/judgments and eliminate any information that does not belong in an objective summary.
Vertical Alignment to Previous Grades: RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, RI.6.2, RI.7.2 **Vertical Alignment to Future Grades:** RI.9-10.2, RI.11-12.2	**Clarification Statement:** Students determine the central idea of a text and explain how it progresses throughout the text and note its connection to supporting ideas. Using the central idea and key details, students summarize the text without personal feelings and judgments. **Vocabulary for Teacher Development:** • **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole • **central idea** – the unifying concept within an informational text to which other elements and ideas relate • **objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice,

	and personal opinion and does not incorporate outside information • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Informational Text
Key Ideas and Details R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Standard Text: RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Students who can demonstrate understanding can:** • analyze the relationship between ideas. • use concept maps to illustrate the connections and distinctions between individuals, ideas, or events.
Vertical Alignment to Previous Grades: RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3, RI.6.3, RI.7.3 **Vertical Alignment to Future Grades:** RI.9-10.3, RI.11-12.3	**Clarification Statement:** Students examine how a text creates relationships between specific people, ideas, or events, such as comparisons, analogies, or categories. **Vocabulary for Teacher Development:** • **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole • **event** – a thing that happens; an occurrence • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	*Key Ideas and Details*
Standard Alignment:	RI.8.1, RI.8.2. RI.8.3

Task:	After reading "The Long Night of the Little Boats" by Basil Heatter students must respond to the following prompt:
	
	In paragraph 2, the author writes about the English civilians, "A few had machine guns, some had rifles and old fowling pieces, but most had nothing but their own brave hearts." Cite three pieces of textual evidence the author provides that supports the claim that the rescuers in the small boats were brave and explain your choices.
	
	A strong answer choice would include three of the following quotations and rationales:
	• "On another boat, a girl dressed in man's clothes, having thought to fool the inspection officers by sticking an empty pipe in her mouth, now took the pipe out again and stuck it between her teeth to keep them from chattering." (paragraph 5)
	    o *Rationale*: This girl had to be brave to join the mission and risk being discovered by the inspection officers in order to volunteer to help the British troops.
	• "the people on the little boats fought back all the same, firing rifles and rackety old Lewis guns as the dive-bombers screamed down." (paragraph 7)
	    o *Rationale*: The sailors in the small boats battled the Germans even though they were woefully under armed, demonstrating bravery.
	• "Through it all, the little boats continued to move in to the beach and began taking aboard the soldiers." (paragraph 7)

	o *Rationale*: The citizen sailors continued to risk their lives through the bombings to complete their mission, demonstrating bravery. • "Somehow they backed off the beach, remained afloat, and ferried their loads out to the larger ships waiting offshore and then returned to the beach for more men." (paragraph 10) o *Rationale*: Under extreme weight, the little boat sailors successfully navigated the troops to safety and bravely returned time and again, despite risks. • "The little boats still went about their business, moving steadily through the water" (paragraph 11) o *Rationale*: The citizen sailors continued to bravely risk their lives through the bombings to complete their mission. • "None abandoned their position."(paragraph 18) o *Rationale*: The sailors in the small boats persevered through the German bombings to ferry the "apparently endless" number of British troops to safety, demonstrating bravery. This text is considered to be worthy of students' time to read and also meets the expectations for text complexity at grade 8. This text is complex in regard to text structure, vocabulary, and knowledge demands.
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	• Students will cite textual evidence in support of an argument. • Students will explain their choice of textual evidence selection with a strong rationale.
Possible Misconceptions:	• Students may choose strong evidence but struggle explain their choices. • Students may summarize what their textual evidence is saying but not analyze why it is strong evidence in support of the claim.

8TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

Anchor Standard/ Domain Name: Reading: Informational Text

Craft and Structure R.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.

Standard Text: **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.**	**Students who can demonstrate understanding can:** • determine the impact of words/phrases on meaning and tone in a text. • categorize words as having a positive or negative tone and discuss how these word choices helped express the speakers' attitudes toward a particular topic or idea.
Vertical Alignment to Previous Grades: RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4, RI.6.4, RI.7.4 **Vertical Alignment to Future Grades:** RI.9-10.4, RI.11-12.4	**Clarification Statement:** Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. They consider how words chosen by the author contribute to the meaning and tone, including analogies or allusions to other texts.

	Vocabulary for Teacher Development:
	• **analogy** – a comparison drawn between two things for the sake of clarification or explanation
	• **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole
	• **allusion** – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context
	• **connotative** – the emotions and associations connected to a word
	• **figurative** – departing from a literal use of words; metaphorical
	• **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "Running through the forest, she breathed in the fresh, crisp air.")
	• **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
	• **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

Anchor Standard/ Domain Name: Reading: Informational Text
Craft and Structure R.5 Analyze the structure of texts, 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

Standard Text:	**Students who can demonstrate understanding can:**
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 how specific paragraphs develop key concepts. • analyze the role of specific sentences in developing a key concept. • identify a sentence in a text that best develops a main idea or concept and explain their reasoning.
Vertical Alignment to Previous Grades: RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5, RI.6.5, RI.7.5 **Vertical Alignment to Future Grades:** RI.9-10.5, RI.11-12.5	**Clarification Statement:** Students thoroughly examine how a paragraph is organized and analyze how certain sentences build and clearly communicate the author's idea. **Vocabulary for Teacher Development:** • **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Informational Text
Craft and Structure R.6 Assess how point of view or purpose shapes the content and style of a text.

Standard Text:	**Students who can demonstrate understanding can:**
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.	• determine and explain the author's purpose in a text. • identify conflicting evidence or viewpoints presented in a text. • analyze how an author acknowledges and responds to conflicting viewpoints.
Vertical Alignment to Previous Grades: RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6, RI.6.6, RI.7.6	**Clarification Statement:** Students establish the author's beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain and analyze the techniques the author uses to address contradictory ideas or evidence.

Vertical Alignment to Future Grades: RI.9-10.6, RI.11-12.6	**Vocabulary for Teacher Development:** • **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole • **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement • **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 • **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) • **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	*Craft and Structure*
Standard Alignment:	RI.8.5
Task:	After reading "In our digital world, are young people losing their ability to read emotions?" by Stuart Wolpert students must answer: The author states: "Many people are looking at the benefits of digital media in education, and not many are looking at the costs." Describe how this quotation impacts the article. A strong response would include some or all of the following ideas: • It explains the researchers' motivations, explaining why the researchers initially chose to undertake the study (there was a knowledge gap in this field of research). • The researchers were interested in studying the negative implications of technology because no one else was. This text is worthy of students' time to read and also meets the expectations for text complexity at Grade 8. The text has a simple structure and singular purpose, but it also has some complex language.
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	• Students will identify a key concept in a text. • Students will analyze the role of particular sentences in developing and refining a key concept.

Possible Misconceptions:	• Students may simply interpret what the quote means instead of looking at its impact on the whole article. • Students may give their opinion on costs of digital media in education instead of focusing on the structure of the text.

8TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard/ Domain Name: Reading: Informational Text
Integration of Knowledge and Ideas R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Standard Text: 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.	**Students who can demonstrate understanding can:** • evaluate how a graphic provides support from the text. • evaluate the advantages and disadvantages of using a graphic to present an idea. • discuss and evaluate the roles different mediums played in the representation of an event.
Vertical Alignment to Previous Grades: RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7, RI.6.7, RI.7.7 **Vertical Alignment to Future Grades:** RI.9-10.7, RI.11-12.7	**Clarification Statement:** Students assess the pros and cons of utilizing different mediums to present a specific topic or idea. **Vocabulary for Teacher Development:** • **evaluate** – to determine quality or value after careful analysis or investigation • **medium** – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.) • **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Anchor Standard/ Domain Name: Reading: Informational Text
Integration of Knowledge and Ideas R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard Text: 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.	**Students who can demonstrate understanding can:** • explain specific claims in a text. • determine whether the evidence provided to support a claim is sufficient. • distinguish between relevant and irrelevant evidence to support a claim.
Vertical Alignment to Previous Grades: RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8, RI.7.8 **Vertical Alignment to Future Grades:** RI.9-10.8, RI.11-12.8	**Clarification Statement:** Students precisely describe and assess the argument and the specific claims made in the text. They evaluate the validity of the reasons provided. They assess if the evidence used is relevant and if there is enough evidence to support the claim. Students identify when unrelated evidence is used. **Vocabulary for Teacher Development:** • **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain • **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

	• **delineate** – to describe something precisely • **evaluate** – to determine quality or value after careful analysis or investigation • **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement • **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic • **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim.

Anchor Standard/ Domain Name: Reading: Informational Text
Integration of Knowledge and Ideas R.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.

Standard Text: 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.	**Students who can demonstrate understanding can:** • explain how two authors present conflicting information on the same topic and provide support from both texts. • identify "side-by-side" specific places or instances where texts disagree on matters of fact or interpretation.
Vertical Alignment to Previous Grades: RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9, RI.6.9, RI.7.9 **Vertical Alignment to Future Grades:** RI.9-10.9, RI.11-12.9	**Clarification Statement:** Students examine an instance where multiple texts provide differing information on the same topic. Students determine where the texts contradict one another in terms of fact or interpretation. **Vocabulary for Teacher Development:** • **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • **topic** – the subject or matter being discussed or written about in a text, speech, etc

Anchor Standard/ Domain Name: Reading: Informational Text
New Mexico State Standard

Standard Text: 1. Students in Grade 8 will distinguish between primary and secondary sources.	**Students who can demonstrate understanding can:** • compare a primary source and secondary source on the same topic and analyze the difference in tone, structure and point of view. • choose a current topic and identify a primary and secondary source for that topic, describing the criteria they used to distinguish each.
Vertical Alignment to Previous Grades: 6.1, 7.1 **Vertical Alignment to Future Grades:**	**Clarification Statement:** Students can distinguish between primary and secondary sources and understand the defining characteristics of each and how they should be used in understanding a topic. **Vocabulary for Teacher Development:** • **primary source** – immediate, first-hand account of a topic, from people who had a direct connection with it

	• **secondary source** – a text that comments on, interprets, or discusses primary sources; documents written after an event has occurred by someone who was not present.

Anchor Standard/ Domain Name: Reading: Informational Text
New Mexico State Standard

Standard Text:	**Students who can demonstrate understanding can:**
2. Students in Grade 8 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	• compare two media coverages of the same topic and identify the use or lack thereof of propaganda, bias and stereotyping in each. • analyze how specific word choice, graphics, pictures, headlines, etc. are used to influence an audience in a given text. • reflect on their own experience being influenced by media around a given topic and analyze how specific techniques have colored their thinking.
Vertical Alignment to Previous Grades: 6.2, 7.2 **Vertical Alignment to Future Grades:**	**Clarification Statement:** Student can explain how the media use specific techniques of propaganda, bias and stereotyping to influence an audience's perception of a topic. **Vocabulary for Teacher Development:** • **bias** – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair • **media** – various means of communication such as newspaper, television and the internet. • **propaganda** – information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view • **stereotyping** – using a set idea about what a particular type of person is like, especially an idea that is wrong

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	*Integration of Knowledge and Ideas*
Standard Alignment:	RI.8.9
Task:	After reading two articles, "In our digital world, are young people losing their ability to read emotions?" by Stuart Wolpert, and "Study: Kids can learn as much from 'Sesame Street' as from preschool" by Jim Tankersley, and viewing the short video "This is how Cookie Monster Makes your Kid Smarter" students must answer: Based on the information in both of the texts and the video, is technology beneficial or harmful to children and teenagers? Use details from all three texts to support your ideas. A well supported argument would include some or all of the following ideas: Young people should have access to technology because it provides academic benefits, especially to children who are disadvantaged. • Though the author of Text 1 notes that teenagers may have negative social consequences due to using technology, they also note that "many people are looking at the benefits of digital media in education," which implies that there are other benefits outside of the Sesame Street Study.

	• In Text 2, the author notes that Sesame Street has the same impact on young children as Head Start. • The authors of Text 2 describe the results of one study in detail, but they also note that this one study is supported by findings of studies dating back to the "Nixon-era." • The video shows how research goes in to Sesame Street programming, which reveals the skills children are taught. • The video also shows how children can learn social skills through television. "The Biscotti Kid" is about learning how to listen, which is both an academic and social skill. The authors of Text 2 note that teens have trouble paying attention, but "The Biscotti Kid" is all about teaching kids how to actively listen and pay attention to someone who is speaking to them. Alternatively, a student may argue that: Young people should not have access to technology because it can have a negative impact on their ability to read emotions. • In Text 1, the author notes that teens have trouble reading the emotions of the people around them when they spend too much time using technology. • In Text 1, the author notes that the results of this particular study, while limited to a group of 105 students, are "significant," because they occurred over 5 days. • The author of Text 2 indicates that "Sesame Street" cannot replace Head Start, because Head Start provides other benefits, including "…development of emotional skills that help kids in social settings." In other words, the benefits of Sesame Street are more tied to academic, and not the social skills. • The author of Text 2 indicates that more research is needed to see if "Sesame Street" can continue to have benefits for children into their teen and young adult years. This means that the findings of the study in Text 1 are important because they show a negative impact of too much screen time in those later years. While the video shows how children can learn from television, the author explains that Sesame Street is well researched. As such, it can be inferred that the results are limited to this specific type of programing. Alternatively, a student may argue that: • Technology is beneficial for young children, because it provides academic benefits, but not teenagers, because it hinders their social skills. • In Text 1, the author notes that teenagers received benefits when they spent five days without access to cell phones or other devices. The author notes that the results of the study are "significant," because they occurred over a minimal amount of time (5 days) • On the other hand, in Text 2, the author notes that "Sesame Street" has tremendous academic benefits, equal to that of Head Start. This shows that young children should have access to quality programming. • Additionally, the video shows how children learn from Sesame Street. It explains that children who watched "The Biscotti Kid" were able to mimic the listening skills described. These texts and video are worthy of students' time to read/view and also meet the expectations for text complexity at Grade 8. The texts display either complex structure or complex language appropriate for an 8th grader.
DOK and Blooms	Level 3, Analyzing
Possible language	• Students will 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

objectives aligned to this task:	• Students will cite textual evidence to support their claim.
Possible Misconceptions:	• Students may focus on only one or two of the texts instead of comparing information from all three. • Students may rely on personal experience instead of textual evidence to answer the question.

8ᵀᴴ GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: **RANGE OF READING LEVEL AND TEXT COMPLEXITY**

Anchor Standard/ Domain Name: <u>Reading: Informational Text</u>

<u>Range of Reading and Level of Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.

Standard Text:	**Students who can demonstrate understanding can:**
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.	• use a wide variety of strategies (strategies include using prior knowledge, predicting, questioning, making inferences, determining purpose, visualizing, and making connections) or keep a purpose in mind to monitor their comprehension. • write short responses after reading a text describing which information in the text was newly learned.
Vertical Alignment to Previous Grades: RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10, RI.7.10 **Vertical Alignment to Future Grades:** RI.9-10.10, RI.11-12.10	**Clarification Statement:** By the end of grade 8, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. **Vocabulary for Teacher Development:** • **independently** – on one's own, without aid from another (such as a teacher) • **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) • **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge,

	persistence; others associated with the task itself such as the purpose or demands of the task itself).