

8TH GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Literature

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:

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.

Students who can demonstrate understanding can:

- use details in a poem to make conclusions about the action.
- select the best evidence from a text to support an analysis.
- draw inferences from textual evidence to support a claim.

Vertical Alignment to Previous Grades:

RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1, RL.6.1, RL.7.1

Vertical Alignment to Future Grades:

RL.9-10.1, RL.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** – any media 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: Literature

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:

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.

Students who can demonstrate understanding can:

- determine central ideas in a story.
- analyze how the setting helps develop the theme in a story.
- explain a central idea of a story using key details.

Vertical Alignment to Previous Grades:

RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2, RL.6.2, RL.7.2

Vertical Alignment to Future Grades:

RL.9-10.2, RL.11-12.2

Clarification Statement: Students determine the theme of a literary text, examine how it progresses, and note how it connects to the characters, setting, and plot. Using the theme and key details, students summarize the text without personal feelings or 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** – what the text is mainly about
- **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
- **plot** – the sequence of events in a story, play, movie, etc.

	<ul style="list-style-type: none"> • setting – the time and place of the action in a book, play, story, etc. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text</p>	
<p>Standard Text: 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze how an incident propels the action in a story. • analyze how lines of dialogue reveal aspects of a character in a story.
<p>Vertical Alignment to Previous Grades: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3, RL.6.3, RL.7.3</p> <p>Vertical Alignment to Future Grades: RL.9-10.3, RL.11-12.3</p>	<p>Clarification Statement: Students examine how lines of dialogue or certain events in a story or drama expose the traits of a character, influence a character’s decisions, or move a plot forward.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: A. Grade 8 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze a pattern of events in a story and discuss what that tells the reader about the setting and characters in that story. • identify how a story’s structure differs from other stories and describe the impact of the author’s choice.
<p>Vertical Alignment to Previous Grades: 5.A, 6.A, 7.A</p> <p>Vertical Alignment to Future Grades: 9-10.1, 11-12.1</p>	<p>Clarification Statement: Students will analyze cultural works of literature, examining how they draw on themes, patterns of events or character types. Students will be able to identify and discuss the differing structures of these texts as well as analyze their contribution to New Mexico society today and in the past.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • character types – a common types of person, animal or figure represented in a literary work. • cultural – related to the beliefs, customs, values, and activities of a particular group of people at a particular time • oral tradition – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another • patterns of events – a series of actions that together show how things normally happen or are done

Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards	
Standard Text: B. Grade 8 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • identify in a text where an author is showing specific beliefs or attitudes. • analyze what specific traditions described in a text tell the reader about the environment in which they are practiced.
Vertical Alignment to Previous Grades: 6.B, 7.B Vertical Alignment to Future Grades:	Clarification Statement: Students will read works of Hispanic and Native American text and analyze how the work shows the heritage, tradition, attitudes and beliefs of the author. They will be able to identify how these works apply to New Mexico society today and in the past. Vocabulary for Teacher Development: <ul style="list-style-type: none"> • attitude – a settled way of thinking or feeling about someone or something • belief – a firmly held opinion or conviction • heritage – practices or characteristics that are passed down through the years, from one generation to the next • tradition – a longstanding custom or practice \
Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards	
Standard Text: C. Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • cite evidence from an oral or written text which supports their understanding of a value from a given culture. • identify where their understanding of a cultural value is negated by evidence in a text from that culture. • analyze the thinking behind an author's choice to include information that negates an understood cultural value.
Vertical Alignment to Previous Grades: 5.B, 6.C, 7.C Vertical Alignment to Future Grades:	Clarification Statement: Students will read or listen to a text and analyze whether evidence in a text either affirms or negates what they have read about a culture or inferred from a text the culture values. Vocabulary for Teacher Development: <ul style="list-style-type: none"> • cultural value – one of a set of core principles and ideals upon which an entire community exists • negate – to deny the existence, evidence, or truth of • oral – expressing information or ideas by word of mouth

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL.8.1, RL.8.2, RL.8.3 New Mexico State Standard C
Task:	After reading "I Hear America Singing" by Walt Whitman and "I, Too, Sing America" by Langston Hughes students must answer: Langston Hughes cited Walt Whitman as one of his greatest influences, and some believe that Hughes wrote "I, Too, Sing America" in response to Whitman's "I Hear America Singing." Using textual evidence from both poems to support your answer, describe how Hughes's poem builds

	<p>on Whitman’s poem. Consider aspects such as structure, theme and word choice as you craft your response.</p> <p>A strong student response where the student analyzes, and references text evidence would address some or all of the following ideas:</p> <ul style="list-style-type: none"> • How Hughes’s description of separation/exclusion (“I am the darker brother,” “They send me to eat in the kitchen,” “They’ll see how beautiful I am/And be ashamed—”) shows a different perspective/side of life than Whitman’s description of equality/inclusion (“I hear America singing, the varied carols I hear,” “Each singing what belongs to him or her and to none else”). • How Whitman’s idea of diversity in America (all the people’s different careers— “mechanics,” “carpenter,” “shoemaker,” etc.) attempts to address all citizens collectively, while Hughes’s poem instead shows the divisions among race/class, as Hughes’s speaker is likely a worker/servant in a higher-class household (“They send me to eat in the kitchen/When company comes,”). • How Whitman’s speaker shows people who have arrived at the American dream (all characters “Singing with open mouths their strong melodious songs”), while Hughes’s speaker shows people who struggle to be included in this dream (“They’ll see how beautiful I am/And be ashamed”) and whose singing does not seem to be acknowledged (“I, too, am America”). • How both authors use free verse structure to share different perspectives of the freedoms Americans experience. <p>“I Hear America Singing” by Walt Whitman and “I, Too, Sing America” by Langston Hughes are worthy of students’ time to read and also meets the expectations for text complexity at grade 8. The multiple themes of varying complexity and unfamiliar usage of “singing” in “I Hear America Singing” make this text most appropriate for grade 8. The multiple themes revealed over the course of the poem “I, Too, Sing America” make this text most appropriate for grade 8.</p>
DOK and Blooms	Level 3, Applying
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will cite textual evidence to explain how one poem builds off another. • Students will determine the theme of each poem and analyze its development over the course of the poem. • Students will analyze particular lines to determine if they show a strong connection to themes in the poem(s).
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on analyzing just one poem instead of making a connection to how Hughes’s poem builds off Whitman’s. • Students may cite insignificant similarities between the poems instead of focusing on important themes, language use, craft, structure, etc.

8TH GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.4</u> 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.</p>	
<p>Standard Text: 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine the meaning of words from context. • determine the effect of word choice on a text. • discuss how the analogies and allusions to other texts affect the text’s meaning and tone. • determine which words contribute the most to the meaning or tone of the text.
<p>Vertical Alignment to Previous Grades: RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4, RL.6.4, RL.7.4</p> <p>Vertical Alignment to Future Grades: RL.9-10.4, RL.11-12.4</p>	<p>Clarification Statement: Students analyze the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how words and phrases chosen by the author, including analogies or allusions to other texts, contribute to the meaning and tone.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • allusion – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context • 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 • 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
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.5</u> 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.</p>	
<p>Standard Text: 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • create and annotate diagrams of two or more text’s structure. • examine the structures of three literary texts and discuss the similarities and differences in how each is organized. • develop written analyses of how structure contributes to the meaning and style of a text.

<p>Vertical Alignment to Previous Grades: RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5, RL.6.5, RL.7.5</p> <p>Vertical Alignment to Future Grades: RL.9-10.5, RL.11-12.5</p>	<p>Clarification Statement: Students examine the similarities and differences in the organization of two or more texts. They analyze how each of these different structures adds to the meaning and style of the texts.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • text structure – refers to how a text is organized
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use graphic organizers such as a Venn Diagram to compare and contrast what a character knows, thinks, and feels in a text to what the reader is aware of and how he/she feels about the events. • analyze whether an author was successful at creating suspense or humor. • find examples of irony in a text and discuss what effect it creates.
<p>Vertical Alignment to Previous Grades: RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6, RL.6.6, RL.7.6</p> <p>Vertical Alignment to Future Grades: RL.9-10.6, RL.11-12.6</p>	<p>Clarification Statement: Students analyze how the characters’ perspectives or frame of references in a story can differ from that of the audience or reader, creating such techniques as dramatic irony and producing effects such as suspense or humor.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • audience – the people who watch, listen to, view, and/or read something presented via an artistic medium • dramatic irony – when the audience knows something that the characters don’t • humor – a literary tool that makes audiences laugh, or that intends to induce amusement or laughter • perspective – an attitude toward or outlook on something • suspense – the anticipation of the outcome of a plot or of the solution to an uncertainty, puzzle, or mystery, particularly as it affects a character for whom one has sympathy

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL.8.6
Task:	<p>After reading “To Build a Fire” by Jack London students will respond to the following prompt:</p> <p>Choose two statements from the excerpt that foreshadow the collapse of the snow on the fire the character builds and explain your choices.</p> <p>A strong student response could include the following two sentences and explanations (other sentence choices are possible as long as the student’s rationale is sound):</p> <ul style="list-style-type: none"> • “On top, tangled in the underbrush about the trunks of several small spruce trees, was a high-water deposit of dry fire-wood....” (paragraph 2) This statement indicates that the character is building a fire near the trunks of several small spruce trees, which the reader later discovers, is the source of the collapsed snow. • He worked slowly and carefully, keenly aware of his danger.” (paragraph 3) This statement explains that the character understands the danger of building a fire in the snow, and he is taking precautions to prevent the fire from being extinguished. <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grade 8. The multiple levels of meaning, challenging text structure and complex sentence structure make this text most appropriate for grade 8.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will analyze how the author builds suspense by using foreshadowing. • Students will distinguish the point of view of the author from the point of view of the character.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may struggle with unfamiliar language (i.e. “underbrush”) and need scaffolding in order to determine meaning. • Students may give responses that are related simply to building the fire, not foreshadowing the collapse of snow.

8TH GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
Anchor Standard/ Domain Name: <u>Reading: Literature</u>	
<u>Integration of Knowledge and Ideas R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Standard Text: 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.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • compare and contrast changes from a fictional text to video version of the story using a variety of means, such as a graphic organizer. • discuss departures from the original texts as well as the effects the changes had on the audience and story as a whole, possibly through movie or play reviews.
Vertical Alignment to Previous Grades: RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7, RL.6.7, RL.7.7	Clarification Statement: Students examine how similar or different a movie or live adaptation of a literary text is from its original text or script. Students also assess the decisions the director or actors made.

<p>Vertical Alignment to Future Grades: RL.9-10.7, RL.11-12.7</p>	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: 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.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare and contrast a modern character with a mythological character. • discuss how a theme/event/character from a myth has been modernized in a contemporary text. • compare the theme/event/character in a traditional story to the same in a modern work of fiction.
<p>Vertical Alignment to Previous Grades: RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9, RL.6.9, RL.7.9</p> <p>Vertical Alignment to Future Grades: RL 9-10.9, RL 11-12.9</p>	<p>Clarification Statement: Students examine how a current literary text uses themes, events, or character types from either a myth, traditional story, or religious text and explain how the element is transformed in the newer text.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • character types – refers to the idea that many characters in literature can be grouped broadly into a variety of overarching types that share common characteristics (e.g., static and dynamic characters, round and flat characters, etc.) • event – a thing that happens; an occurrence • myths – 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 • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standard</p>	
<p>Standard Text: Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use a variety of reading strategies (notetaking, predicting, visualizing, etc.) to understand texts, including those with unfamiliar language. • use pre- and post-reading strategies to understand the context of a piece of literature and ask questions to further their understanding.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: By the end of grade 8, students will be able to capably and independently read and understand significant works of literatures from the 18th, 19th and 20th century. This will include poems, stories and plays.</p> <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> • independently – on one’s own, without aid from another (such as a teacher) • 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
--	--

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL.8.7 New Mexico State Standard B
Task:	<p>After reading an excerpt from “1984” by George Orwell and viewing an excerpt from Michael Anderson’s film adaptation of “1984” students must answer:</p> <p>How do Winston’s actions in this scene from the film version of “1984” emphasize actual details of the text? Cite evidence from the text to support your answer.</p> <p>An example strong response:</p> <ul style="list-style-type: none"> • In the film, Wilson’s extreme deference to the teleprompter is highlighted, revealing the control Big Brother has over him. Overall, we see the absolute control that Big Brother had on the lives of the people. <p>These texts and video are worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 8. The multiple themes, challenging vocabulary, and complex sentence structure make this text most appropriate for grade 8. In the film adaptation, though the structure of the text is straightforward and chronological, the visual representation of complex themes, and lack of dialogue make this text most appropriate for eighth grade students.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will 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. • Students will evaluate the choices made by the director or actors.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on details that are not significant such as the sparse living conditions or Wilson’s health. • Student’s may struggle to identify what an actor’s choice is and may need scaffolding to understand this concept.

8TH GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: Reading: Literature</p> <p>Range of Reading and Level of Text Complexity R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • keep a given purpose in mind to help them monitor their comprehension.

<p>grades 6-8 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • use a wide variety of reading strategies to comprehend grade level text (strategies include using prior knowledge, predicting, questioning, making inferences, determining purpose, visualizing, and making connections). • discuss with partners how a personal experience connects to the text.
<p>Vertical Alignment to Previous Grades: RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10, RL.6.10, RL.7.10</p> <p>Vertical Alignment to Future Grades: RL.9-10.10, RL.11-12.10</p>	<p>Clarification Statement: By the end of grade 8, students competently read and understand literature 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.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>independently</u> – on one’s own, without aid from another (such as a teacher) • <u>proficient/proficiently</u> – 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 • <u>text</u> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • <u>text complexity band</u> – 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).