GRADE 8: Literary Reading Standard 1

College and Career Readiness (CCR): 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.

Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Progression toward Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Read and reread closely to determine what the literary text says explicitly/ inferentially. • Identify key ideas stated in text • Identify explicit text evidence to support key ideas • Differentiate between strong and weak textual support • Evaluate evidence and choose the strongest evidence to support inferences • Determine and evaluate the difference between explicit text evidence and what one infers to support comprehension • Cite key evidence • Paraphrase key evidence used • Properly quote evidence used • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Close reading • Explicit/ literal meaning • key ideas stated in text • text evidence to support key ideas • difference between explicit text evidence and implied evidence • draw logical conclusions/inferences based on evidence • select evidence that is the strongest support • Characteristics of an analysis	Use questions and prompts such as: • What happens or is said in the text? • Did I say what the text said, not what I think it means? • What evidence provides the strongest support for the explicit meaning from the text? • What pieces of evidence provide the strongest support for the inferences? • Is there sound support from the text to support my inference? or Are my inferences made with logical details from the text? • Does the evidence clearly support my inference?

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Literature: Stories, Drama, & Poetry
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GRADE 8: Literary Reading Standard 2

College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 7: Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.	**Grade 8: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**	**Grade 9-10:** Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Describe or graphically represent the relationship between central ideas/theme and character, setting, and plot • Determine a theme or central idea of a text • Analyze how character, setting, and plot develop to reveal a theme or convey the central idea • Summarize a text capturing the most important parts • Create an objective summary of text • 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	• Literary texts • Central idea • Theme • The purpose of and relationships between characters, setting, plot and the development of central ideas/ themes • Characteristics of an effective summary for literary texts (e.g., objective vs. subjective)	Use questions and prompts such as: • Which graphic organizer will help you best graphically represent the development of the central idea(s) and details? Why? How? • What is the theme or central idea of this text? Cite evidence from the text to support your determination of central idea/ theme? • An example of how the theme recurs or is developed in this text is --- • Objectively summarize the text. • How does the development of character, setting and/ or plot contribute to the central theme or idea?

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GRADE 8: Literature Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**Grade 8: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**	**Grade 9-10:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**

• Identify key lines of dialogue or incidents in a story or drama
• Understand causal relationship of dialogue and/ or events on plot development
• 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.
	• Literary texts
	• Story Elements
	  o Plot (e.g., rising action, falling action, flashback, foreshadowing, climax/ turning point, resolution)
	  o Episodes
	  o Conflicts (e.g., man vs. man, man vs. nature, etc.)
	  o Characters types (e.g., flat/round, static/ dynamic) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain)
	  o Setting (time, place)
	  o Mood
	• Drama Elements
	  o Acts
	  o Scenes
	  o Dialogue
	• Character actions, feelings, words, and implied motivations
		Use questions and prompts such as:
		• What statement(s) or action(s) lead to a shift in advancement in the events of the story?
		• What is revealed about the character by events or dialogue?
		• What decision is provoked by _____incident?

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GRADE 8: Literary Reading Standard 4

College and Career Ready (CCR): 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.

Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Grade 9-10: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Understand connotations of words • Understand figurative language (simile, metaphor, personification, hyperbole, analogies, idiom) • Understand literary devices(e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) • Determine the meanings of words and phrases in text • Understand how word choice impacts mood and tone • Identify and understand the use of analogies and allusion • 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.	• Literary text • Word/language choices • Context clues • Literal/ Denotative meaning • Connotative meaning • Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section) • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions) • Analogies • Allusions • Mood • Tone	Use questions and prompts such as: • What does the word/ phrase _____ mean in this selection? • The word/ phrase_____ is an example of _____? • How does the author's use of the repetition of _____ impact the meaning and tone? • The author uses connotation to_____. • What does the author mean by _____? • What does this analogy mean? • What does _____ allude to?

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GRADE 8: Literary Reading Standard 5

College and Career Ready (CCR): Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Grade 7: Analyze how a drama's or a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**Grade 8: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**	**Grade 9-10:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Compare the structures of two or more literary texts • Analyze connections between structure , purpose, and theme of a literary text • Analyze how structure enhances purpose/theme/ style of a literary text • Explain how the purpose/theme can vary when the author chooses different literary text structures • Analyze the relationship between structure and development of ideas/meaning of a literary text • Compare the relationship between form/structure and meaning in two or more literary texts • Analyze how the differing structure of literary texts contribute to their meaning and style • 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 structures related to literary text (e.g., chapter, scene, stanza) • Text features related to literary text (e.g., title, chapter titles, table of contents, pictures/illustrations, punctuation, bold print, font size, italics, quotation marks) • *Structural elements of prose (e.g. sentence, paragraph, chapter)** • Structural elements/forms of poems (e.g., line, stanza, rhyme, verse, rhythm, meter, soliloquy, sonnet) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • Elements of style (e.g., tone, word choice, sentence structure)	Use questions and prompts such as: • How is a particular piece of literary text organized? • How are the structures of two or more literary texts similar/ different? • What is the meaning of this literary text? • How does the structure of this literary text(s) contribute to the meaning? • How would the meaning of this literary text change if it had been written as a ____? Explain why the author chose to write it this way.

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GRADE 8: Literary Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 7: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**Grade 8: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**	**Grade 9-10:** Analyze a particular point of view or cultural experience reflected in a work of literature
Progressions to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
- Explain and identify various points of view of characters - Understand and explain the development of the narrator's or speaker's point of view - Describe how point of view affects a literary text - Describe how point of view impacts the reader - Identify differences in the points of view of the characters and the audience or reader - Recognize and understand text devices (eg. irony) - Recognize and understand text effects (eg. suspense, humor) - Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor	- Literary text(s) - Point of view (omniscient, first-person, third-person limited) - Author's view point/perspective - Perspective - Author's purpose - Speaker/Narrator - Audience - Word choice - Tone - Irony - Subjectivity/Objectivity - Text Evidence - Characters' points of view - Literary devices such as dramatic irony - Text effects such as suspense or humor - Strategies for developing narrative texts(e.g., point of view, character development, dialogue, what information to include and exclude)	Use questions and prompts such as: - What is the characters' point of view? - Which words from the_____ show that it is written in_____ person? - How does the author's word choice help to develop the narrator/ speaker's point of view? - Does the character's point of view differ from that of the audience? If so what effect is created?

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GRADE 8: Literary Reading Standard 7

College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Grade 7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**Grade 8:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**Grade 9-10:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Identify the director's /actor's choices that stay faithful to or depart from the text or script • Compare and contrast a filmed or live production with its text or script • Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	• Genre (e.g., story, drama) • Versions/media of text (e.g., written/script, live, filmed) • Media techniques/tools-Visual (e.g.,. color, lighting, props, costumes, focus, angles in a film) • Media techniques/tools-Oral (e.g., sound effects, music, voice) • Director's choices • Actor's choices • Author's choices (e.g., audience, word choice, text structure, style, mood, tone) • Author's intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to predict the future, to understand the past) • Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea)	Use questions and prompts such as: • How does reading a story compare to the audio or video version? • Select an event from the book and compare it to a scene from the production. How are they different and why? • How does the production of a filmed or live differ from the script or text? • Why do you think the director chose to depart/stay faithful to the script? • Do you agree with the director's choice why or why not? • Evaluate the effectiveness of the media techniques used to portray the work.

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GRADE 8: Literary Reading Standard 9

College and Career Ready (CCR) : Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 7: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Grade 8: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Grade 9-10: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Recognize common classical allusions • Recognize classical themes, patterns of events, and character types in modern works of fiction • Compare classical and modern use of patterns of events and character types • Compare classical and modern treatments of themes • Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible and explain how the material is rendered new	• Theme(s) • Allusions • Character types (e.g., dynamic, flat, round, static) • Characteristics of various genres (e.g., fiction, historical fiction, non-fiction) • Classical texts (e.g., traditional stories, religious works, myths) • Story patterns (e.g., good vs. evil, quests, repetition) • Archetypes/prototypes • Text-to-text connections	Use questions and prompts such as: • What are the classical allusions in this text? • How does the theme influence the classical allusions in this text? • What are the characteristics of a modern work of fiction? • What are the theme patterns of events and or character types of these texts? • How do the elements in the moderns texts compare with traditional works? • How are works of fiction rendered new?

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