Strand: Key Ideas and Details

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can find evidence in a text that supports the main idea. o I can analyze a text to better understand it. o I know the difference between explicit and inferred meaning. o I can find explicit and inferred meaning in a text.	• Evidence • Analysis • Explicit • Implicit • Infer • Connotation • Denotation	What evidence supports or proves the main idea? What does the author explicitly say? What is the author implying? What can you now infer? How did you make that connection?	

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can find the theme or central idea of a text. o I can find supporting details of the main idea. o I can provide a summary of the text. o I can write without personal opinions and judgments.	• Theme • Details • Summary • Opinions • Facts	What is the main idea of this text? What does the author want us to know? What details or facts does the author use to make his/her point? Is your written summary without personal opinions or judgments?	

Standard 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can describe how an individual is introduced in a text. o I can talk about how an individual is illustrated, described, or elaborated upon in a text.	• Analyze • Introduction • Illustration • Elaboration • Examples • Anecdotes	What words are used to describe the individual in the text? What words does the author use to elaborate, or further describe, the individual? What stories are told about the individual that give you insight into their personalities?	

Strand: Craft and Structure

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can find the meaning of words I do not understand. o I can find figurative language in a text. o I can find the author's tone and connotation in a text. o I can find the meanings of technical words from a text.	• Phrases • Figurative • Connotative • Technical	How do you find the meaning of words you don't know? Does the author use any types of figurative language? What words set the tone for this piece? What is the effect of switching words on the tone of the piece? What technical words must you know and understand in order to comprehend this text?	

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can talk about the overall structure of a text. o I can tell how the chapters, paragraphs, or sections work to build the structure of a text. o I can discuss how the elements of the structure add to the development of the text.	• Sentence • Paragraph • Chapter • Structure • Development	Are there headings, chapters or breaks in the text? What purpose do they serve? Does the structure have anything to do with the development of the text? Does the structure have anything to do with the meaning of the text?	

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can determine the point of view of the story. o I can understand that an author has a point of view.	• Point of view • Author	Who is speaking in this text? What biases might this person have?	

Strand: Craft and Structure			
o I understand that an author has a purpose in writing a text.		Is this an objective reporting of the facts? Or is it embellished in any way?	

Strand: Knowledge and Ideas

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can use information from different media or formats to make a point. o I can combine information from different media or formats to support my point. o I can present my ideas in a variety of formats.	• Integrate • Media • Format • Visually • Quantitatively • Coherent	How can you combine these to get a better picture of the main idea? What is the same about these two sources? What is different about these two sources? What programs or apps can you use to share information?	

Standard 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can find the claim in a text. o I can evaluate the claim in a text. o I can find and follow the reasons and evidence that support a claim. o I can determine when claims are unsupported and are only opinions.	• Trace • Evaluate • Argument • Claims • Reason • Evidence	What is the author's claim? What evidence do they use to support their claim? Is their evidence useful/current/accurate? What evidence will you use to make an evaluative judgment of the author's claim?	

Standard 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.

Strand: Knowledge and Ideas			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
o I can find the differences between one author's work and another author's work.	• Compare • Contrast	How is the information in this text different from this other text?	

Strand: Range of Reading and Level of Text Complexity			
Standard 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.			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
o I can read literary non-fiction texts in the 6-8 grade band. o I can comprehend literary non-fiction text in the 6-8 grade band. o I can ask for and get the help I need to read and understand these texts.	• Complexity • Proficiency • Scaffolding	What parts of this text are understandable? What is not understandable about this text? What kind of vocabulary words do you need to know to understand this text?	