Grade 8 • Claim 1 • Reading Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Literary Text	Informational Text
1 Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 2 Standards: RL-1	**8 Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 2 Standards: RI-1; RH-1, 3; RST-1
2 Central Ideas: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. DOK 2, 3 Standards: RL-1, 2	**9 Central Ideas:** Determine a central idea and the key details that support it or provide an objective summary of the text. DOK 2, 3 Standards: RI-1, 2; RH-2; RST-2
3 Word Meanings: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on the academic vocabulary common to complex texts in all disciplines. DOK 1, 2 Standards: RL-1, 4; L-4a–d, 5b–c, 6	**10 Word Meanings:** Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotation, denotation), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2 Standards: RI-1, 4; RH-4; RST-4; L-4a–d, 5b–c, 6
4 Reasoning & Evidence: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation. DOK 3, 4 Standards: RL-1, 3, 6, 9	**11 Reasoning & Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation. DOK 3, 4 Standards: RI-1, 3, 6, 7, 8, 9; RH-6, 8; RST-6, 8
5 Analysis Within Or Across Texts: Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts. DOK 3, 4 Standards: RL-1, 3, 6	**12 Analysis Within Or Across Texts:** Analyze or compare connections within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals author's point of view or purpose. DOK 3, 4 Standards: RI-1, 3, 6
6 Text Structures & Features: Analyze or compare text structures and the impact of those choices on meaning or presentation. DOK 2, 3 Standards: RL-1, 5	**13 Text Structures Or Text Features:** Relate knowledge of text structures (e.g., organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation. DOK 2, 3 **Standards:** RI-1, 5, 7; RH-5; RST-5
7 Language Use: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone. DOK 3 Standards: RL-1, 4; L-5a	**14 Language Use:** Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning. DOK 3 Standards: RI-1; L-5a