



## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 1

<p><b>College and Career Readiness (CCR):</b> 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.</p>		
<p><b>Grade 7:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>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.</b></p>	<p><b>Grade 9-10:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>Progression toward Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions they have as they read</li> <li>• Make inferences about content, abstract ideas and author’s decisions in a text</li> <li>• Identify/cite appropriate text support for inferences about content, abstract ideas and author’s decisions in a text</li> <li>• Differentiate between strong and weak textual support</li> <li>• Evaluate evidence and choose the strongest evidence to support inferences</li> <li>• Paraphrase and properly quote key evidence used</li> <li>• Analyze what text says explicitly as well as inferentially and identify the strongest textual evidence to support that analysis</li> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Inference/Conclusions</li> <li>• Close reading</li> <li>• Analysis of Text: Explicit/Implicit details/ evidence</li> <li>• Textual evidence/text support</li> <li>• Content/abstract idea</li> <li>• Critical/analytical judgments</li> <li>• Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> </ul>	<p>Using questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What happens or is said in the text?</li> <li>• What do I already know that adds to my understanding of this text?</li> <li>• Is there sound support from the text to support my inference?</li> <li>• Are my inferences made with logical details from the text?</li> <li>• What evidence provides the strongest support for the explicit meaning and/or inferences drawn from the text? What makes these details strong or significant?</li> </ul>
<p><b>8RI10: Range of Reading and Level of Text Complexity:</b> 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. [<b>Lexile Range: 925-1185</b>]</p>		
<p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b>            Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 2

<p><b>College and Career Ready (CCR):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p><b>Grade 7:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Grade 8: 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.</b></p>	<p><b>Grade 9-10:</b> Determine a central idea of a text and analyze 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.</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Determine a central idea in an informational text</li> <li>• Describe or graphically represent the relationship between a central idea and supporting ideas</li> <li>• Analyze the relationship of the central idea to the supporting ideas in an informational text</li> <li>• Analyze the development of the central idea over the course of an informational text, including its relationship to supporting ideas</li> <li>• Summarize the main ideas objectively in an informational text, capturing the most important parts of the piece</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Central idea</li> <li>• Difference between central and supporting ideas in an informational text.</li> <li>• Characteristics of an effective summary for informational texts (e.g., objective vs. subjective)</li> <li>• How to summarize</li> <li>• How to analyze</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What is the central idea?</li> <li>• How is the central idea developed?</li> <li>• What supporting ideas are included in the text?</li> <li>• What is an example of how the central idea recurs in the text?</li> <li>• Which key details support the main idea?</li> <li>• How can you objectively summarize this text?</li> <li>• What makes your summary objective?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 3

<p><b>College and Career Ready (CCR):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p><b>Grade 7:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>Grade 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b></p>	<p><b>Grade 9-10:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Differentiate between specific details and key ideas, individuals, events, ideas, concepts, or step/procedures.</li> <li>• Identify and describe (or graphically represent) connections among/distinctions between individuals, ideas, events</li> <li>• Recognize and interpret comparisons and analogies</li> <li>• Explain the techniques (e.g., analogies, categories) used to connect and distinguish between individuals, events, ideas, or concepts in a historical, scientific, or technical text</li> <li>• Use text details to analyze <i>how</i> the author connects and distinguishes between and among individuals, ideas, and events in an informational text</li> <li>• Analyze how a text (author) makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze (e.g., explanation of what, why and how)</li> <li>• Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>• Connections and interactions (e.g., one section of the text “explains” another, or “influences” another)</li> <li>• Patterns of organization (e.g., comparison, analogy, categorization, classification, chronological order, definition, process, problem/ solution, cause/effect)</li> <li>• Signal/linking words/phrases that facilitate analysis (e.g., connections/distinctions between and among ideas/ concepts/event)</li> <li>• Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)</li> <li>• Text structure in informational texts (e.g., time, sequence, cause/effect, steps)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What connections can you make among the text’s individuals, ideas, or events? How might you compare or categorize the connections?</li> <li>• What distinctions can you make between the text’s individuals, ideas, or events? How might you compare or categorize the distinctions?</li> <li>• What analogy best illustrates the connections/distinctions found in the text?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 4

<p><b>College and Career Ready (CCR):</b> 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><b>Grade 7:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>Grade 8: 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.</b></p>	<p><b>Grade 9-10:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Understand connotations of words</li> <li>• Understand figurative language (simile, metaphor, personification, hyperbole, analogies, idiom)</li> <li>• Understand literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions)</li> <li>• Determine the meanings of words and phrases in text</li> <li>• Understand how word choice impacts mood and tone</li> <li>• Identify and understand the use of analogies and allusion</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Literary text</li> <li>• Literal/ Denotative meaning</li> <li>• Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section)</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, idiom)</li> <li>• Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue, allusions)</li> <li>• Analogies</li> <li>• Allusions</li> <li>• Mood</li> </ul> <p>Tone</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What does the word/ phrase _____ mean in this selection?</li> <li>• The word/ phrase _____ is an example of _____?</li> <li>• How does the author’s use of the repetition of _____ impact the meaning and tone?</li> <li>• The author uses connotation to _____.</li> <li>• What does the author mean by _____?</li> <li>• What does this analogy mean?</li> <li>• What does _____ allude to?</li> </ul>
<p><b>8RI10: Range of Reading and Level of Text Complexity:</b> 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. [Lexile Range: 925-1185]</p>		
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 5

**College and Career Ready (CCR) Anchor:** 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 the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Grade 8: 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.**

**Grade 9-10:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Identify and explain the paragraph structure</li> <li>• Describe the relationship between text structure and development of ideas</li> <li>• Analyze/make connections between author’s choice of paragraph structure and the text’s purpose/central idea</li> <li>• Explain how structure of organization contributes to a text’s purpose/central idea</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution)</li> <li>• Text features related to nonfiction text (e.g., title, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>• Relationships between parts of text and whole text (as indicated by text structures)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Explain how a particular paragraph is organized and why.</li> <li>• How does this paragraph fit into the overall structure of _____?</li> <li>• What organizational pattern does the author use in this paragraph of the text? How does the use of that structure help readers understand the main ideas?</li> <li>• How would the meaning of the text have changed if the author used a structure of _____? Explain why the author chose to write it this way.</li> </ul>

**8RI10: Range of Reading and Level of Text Complexity:** 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. [**Lexile Range: 925-1185**]

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## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 6

<b>College and Career Ready (CCR):</b> Assess how point of view or purpose shapes the content and style of a text.		
<b>Grade 7:</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>Grade 8: 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.</b>	<b>Grade 9-10:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
<ul style="list-style-type: none"> <li>• Identify and determine the difference between point of view and viewpoint</li> <li>• Explain the author's overall point of view and purpose for writing a text</li> <li>• Explain how the author's choices reflect his/her point of view, focus, attitude, position or bias</li> <li>• Explain how the author controls what the reader knows in a text</li> <li>• Identify if and how conflicting evidence or viewpoints are addressed in a text</li> <li>• Analyze how the author acknowledges and responds to/ignores conflicting evidence or viewpoints</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Point of view (e.g., first person, third person, limited, omniscient)</li> <li>• Author's point of view/focus/attitude/bias</li> <li>• Viewpoint</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for developing point of view and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)</li> <li>• Conflicting evidence or viewpoints</li> <li>• Responses to opposing viewpoints (e.g., acknowledge, concede, rebut)</li> </ul>	<ul style="list-style-type: none"> <li>• What is the point of view/purpose in this text? How do you know?</li> <li>• What conflicting viewpoints does the text explore?</li> <li>• How does the author treat the conflicting evidence?</li> <li>• Is the author effective in his examination of conflicting evidence?</li> </ul>
<p><b>8RI10: Range of Reading and Level of Text Complexity:</b> 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. [Lexile Range: 925-1185]</p> <p><b>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</b>            Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 7

**College and Career Ready (CCR):** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Grade 7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

**Grade 9-10:** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Identify how text/media present information</li> <li>• Identify aspects of text/media that reveal an author’s purpose/intention</li> <li>• Understand the differences in various mediums (print, video, multimedia)</li> <li>• Compare the presentation of a topic in one or more mediums.</li> <li>• Analyze the advantages and disadvantages of different media</li> <li>• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Medium</li> <li>• Text and media topic/message</li> <li>• Author’s purpose/intention</li> <li>• Audiences’ needs</li> <li>• Media formats (e.g., visual, oral, quantitative)</li> <li>• Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast)</li> </ul>	<p>Question Stems and Prompts:</p> <ul style="list-style-type: none"> <li>• How does reading the text compare to the audio or video version?</li> <li>• What are the advantages to using the medium of ____ with this text?</li> <li>• What limitations are realized when using _____ (medium) to present the topic?</li> <li>• What medium most impacts the readers understanding of the selected work?</li> <li>• Evaluate the effectiveness of the media techniques used to deliver or portray the work.</li> </ul>

**8RI10: Range of Reading and Level of Text Complexity:** 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. [**Lexile Range: 925-1185**]

**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**

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## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 8

<p><b>College and Career Ready (CCR):</b> 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.</p>		
<p><b>Grade 7: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</b></p>	<p><b>Grade 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.</b></p>	<p><b>Grade 9-10: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</b></p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Trace the argument and its details</li> <li>• Evaluate arguments and claims by determining the degree to which they are/are not supported by reasons and evidence.</li> <li>• Evaluate arguments and claims by assessing specific claims and the extent to which they are supported by sound reasoning and evidence that is both relevant and sufficient</li> <li>• Identify irrelevant evidence and explain why an author would purposefully include it in a text</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Author’s argument/specific claims</li> <li>• Criteria for evaluating/assessing an author’s argument and specific claims</li> <li>• Relevant vs. irrelevant details</li> <li>• Relevant and sufficient reasons/evidence</li> <li>• Sound vs. unsound reasoning</li> <li>• Persuasive techniques/fallacious reasoning (e.g., loaded language/emotional words, testimonial, snob appeal, repetition, name calling bandwagon, red herring, propaganda, appeal to authority)</li> </ul>	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> <li>• What is the argument presented in the text?</li> <li>• How is the argument developed and supported?</li> <li>• How sound is the reasoning behind the argument and claims?</li> <li>• How can you determine if the evidence is relevant and sufficient?</li> <li>• Is all of the evidence relevant? If not, why?</li> <li>• What criteria should be applied when evaluating the argument and claims?</li> <li>• Did the author effectively support the claim? Explain your answer.</li> </ul>
<p><b>8RI10: Range of Reading and Level of Text Complexity:</b> 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. [<b>Lexile Range: 925-1185</b>]</p>		
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 8: Informational Reading Standard 9

<p><b>College and Career Ready (CCR):</b> 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><b>Grade 7:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>Grade 8: 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.</b></p>	<p><b>Grade 9-10:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
<b>Progression to Mastery</b>	<b>Key Concepts</b>	<b>Guiding Questions/Prompts</b>
<ul style="list-style-type: none"> <li>• Differentiate between fact and interpretation</li> <li>• Analyze a case presented in a text</li> <li>• Identify the conflicting information, facts, interpretations</li> <li>• 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.</li> <li>• Describe the authors' overall purposes for writing texts</li> <li>• Identify the authors' positions in texts</li> <li>• Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases</li> <li>• Describe how the author's choices shape the content and presentation</li> <li>• Compare and contrast one author's presentation of events with that of another and formulate conclusions</li> <li>• Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Fact vs. opinion</li> <li>• Cite</li> <li>• Analyze</li> <li>• Inferences</li> <li>• Textual evidence</li> <li>• Conclude</li> <li>• Compare/contrast</li> <li>• Author's viewpoint/focus/attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for shaping presentations (e.g., author's choices to emphasize some information or advance different interpretations of facts)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What differences between the two interpretations of the facts are presented by the authors?</li> <li>• What textual evidence did you identify to support your analysis of the text? Cite several examples.</li> <li>• What inferences can you draw from your analysis of the text? What, in the text, led to that inference?</li> <li>• What evidence (textual or informational) most strongly supports your analysis?</li> </ul>
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