

**Reading Informational Text (Level 8)****Key Ideas and Details**

<i>Student Goal:</i>	<i>What it looks like:</i>
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students at Level 8 develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.
2. 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.	At this level, students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text and they observe how the details and examples work together to uphold the central idea. Students at Level 8 should be able to summarize what they have read, free from their own opinions and bias.
3. 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).	Students at Level 8 need to be able to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in an informational history book, they may reflect on how historical figures influenced ideas or events of the time period and vice versa. In order to do so, students will need wide and deep exposure to informational texts. They may also need tools for recording the relationships they observe, such as a graphic organizer or structured note-taking.

**Craft and Structure**

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 a specific word choice on meaning and tone.	Students at Level 8 strengthen their ability to understand the meaning of words. Because words have multiple meanings, students must work to understand how the multiple and varied meanings influence the text. Instruction in this area can address how students may use their knowledge of word parts to determine the meaning of an unknown word or provide strategies for using context clues. Furthermore, students notice that some words and phrases have deeper meanings, requiring further investigation. To do this work, students may keep a running list of figurative language found in a text along with inferences regarding outlining their meaning. They may also list what comes to mind when they hear a particular word to investigate its varying connotations. Students will observe how word choice affects meaning and tone within a text. This may require repeated teacher modeling through think-alouds and guided practice
5. 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.	
6. 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.	Students at Level 8 pay attention to writing structures. They observe how a composition is built of many sections that must cohesively link together to deliver a writer's broader point. To further this understanding, students need exposure to a wide range of informational texts with a variety of organizational structures. They might work with a partner or a group with one particular text to explain the relationship between the sections and how the sections connect to cover a whole topic.  Students at Level 8 continue to investigate the author's point of view and purpose for writing. They notice how the author makes their point of view unique from the opinions of others. This work might require students to read several pieces of text around a particular topic, noting how authors each approach the topic differently.

**Integration of Knowledge and Ideas**

<p>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).</p>	<p>Students at Level 8 build an understanding of how content differs depending on the medium in which it is presented. In order to do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats.</p>
<p>8. 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.</p>	<p>For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, than in another way, via a live viewing. Students at Level 8s will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text.</p>
<p>9. 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>Students at Level 8 understand that arguments need to be supported with evidence. They read the text closely in order to determine which textual segments most strongly support to the author's argument. Students need practice to evaluate this evidence accurately and decide whether or not this evidence supports the author's claim. Students also need instruction on how to sort the evidence. They may wonder: <i>Is the evidence relevant and strong or pointless and weak? Has the author provided enough evidence to support their claim?</i></p> <p>Students at Level 8 become more familiar with how information can take several shapes. They investigate how one topic may be presented in different ways. While reading two or more texts on the same topic, students pay particular attention to how the authors use the same information, but produce different texts because they interpret the information differently. To begin thinking this way themselves, students may need teacher modeling through think-aloud to point out how the authors’ use of the same information differs.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>10. Students at Level 8 read and comprehend literary nonfiction in the Level 7-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>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, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p> <p>Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>“Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p>

	<p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>
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