

Reading Literature (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 texts they read. Students 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 this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text. At this level, students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading. Students at Level 8 take notice of the author's use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the development of the author's theme over time within a text. Students at Level 8 read the text closely so as to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. In order to do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	

Craft and Structure

4. 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.	Students at Level 8 strengthen their ability to understand the meaning of an author's words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students at Level 8 observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples on how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice. Students at Level 8 pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. In order to do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop this skill. Students at Level 8 observe the viewpoints of characters and how these viewpoints resemble or differ
5. Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	

	<p>from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters' points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.</p>
Integration of Knowledge and Ideas	
<p>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).</p>	<p>Students at Level 8 build an understanding of how content differs because of the medium in which it is presented. In order to do this work, students need to interact with content expressed through multiple and varied formats (written, audio, staged, multimedia). They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content. They should also be able to explain what makes each medium unique.</p>
<p>8. (Not applicable to literature)</p>	<p>Students at Level 8 notice the similarities and differences between historical fiction and a factual text.</p>
<p>9. 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.</p>	<p>Students may read a factual account of a historical event and then read about the same event as historical fiction. With the support of a Venn Diagram, they may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.</p>
Range of Reading and Level of Text Complexity	
<p>10. Students at Level 8 read and comprehend literature, including stories, dramas, and poems, in the Level 7-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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>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 encountering difficult text.</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>