SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	**Anchor Standard:**	Key Ideas and Details	**Grade level:**	8

Standards Relating to Key Ideas & Details

8.RL.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.

8.RL.2 Determine a theme or central idea(s) of a text and
   a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
   b. Provide an objective summary of the text.

8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Key Ideas and Details: Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	*Big Idea Statements* *(What students need to discover)*
How do readers construct meaning from a piece of literature?	Readers must use direct and indirect textual evidence to make inferences about a text, which helps them construct meaning from it.
How does a theme emerge over the course of a text?	A theme will be revealed through the plot, conflict, characters, setting, and important symbols in a text.
How are characters and plot developed in a piece of literature?	Characters are developed and plot is revealed through dialogue and events in a text.

Learning Progression: Key Ideas & Details (8.RL.1   8.RL.2   8.RL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**8.RL.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.**	9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RL.2 Determine a theme or central idea(s) of a text.
  a. Analyze its development over the course of the text.
  b. Provide an objective summary of the text.
	8.RL.2 Determine a theme or central idea(s) of a text and
	  a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
	  b. Provide an objective summary of the text.
		9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.

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7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**	9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Rigor and Cognitive Complexity		
Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural/ Application)**
8.RL.1 ● Explicit vs. implicit information ● Inferences ● Textual evidence ● Citation	**8.RL.1** Authors give information to readers both explicitly and implicitly. Readers make inferences to help understand what the author implies. To understand a text, a reader should use both explicit and implicit information. Some details in the text are more relevant to the text's overall meaning than others.	**8.RL.1** Use explicit and implicit information from a text to analyze it. Cite strong textual evidence to support an inference about the text.
8.RL.2 ● Theme and central idea ● Objective summary ● Literary elements (plot, characters, setting, etc.)	**8.RL.2** Theme develops over the course of a text, and is influenced by the plot, characters, and other literary elements of the text. Summarizing a text can help a reader demonstrate their understanding. An objective summary does not include the summarizer's opinions.	**8.RL.2** Identify the theme or central idea of a text. Analyze the development of a theme as it relates to the characters, setting, and plot. Give an objective summary of a text.
8.RL.3 ● Direct vs. indirect characterization ● Character traits ● Cause and effect	**8.RL.3** Character traits and motivations are revealed through actions, dialogue, and thoughts. Specific events in a story propel the plot or cause characters to develop/change.	**8.RL.3** Identify the actions, thoughts, and dialogue that reveal a character's traits or motivations. Identify specific events and dialogue that propel the action. Analyze how a character's motivations and traits influence the events in a story, or how the events in a story influence the characters.

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Student Friendly Language

8.RL.1
I can find the best evidence from the text to support the inferences that I make about a story, drama, poem, or other piece of literature.

8.RL.2
I can summarize the plot, conflict, and characters in a piece of literature.
I can determine the theme of a piece of literature and explain how it relates to the plot and characters.
I can understand how events in a story shape the plot and the characters.

8.RL.3
I can explain how lines of dialogue or specific events in a story affect the plot, characters, or reveal character traits.

Key Vocabulary

8.RL.1
- Analyze
- Cite
- Textual evidence
- Explicit information
- Implicit information
- Inference
- Direct quote
- Paraphrase

8.RL.2
- Theme
- Central idea
- Plot
  - Exposition
  - Rising action
  - Climax
  - Falling action
  - Resolution
- Conflict
  - External conflict
  - Internal conflict
- Objective summary
- Literary elements
  - Symbolism/symbol
  - Setting
  - Character development

8.RL.3
- Dialogue
- Plot
  - Exposition
  - Rising action
  - Climax
  - Falling action
  - Resolution
- Characterization
  - Dynamic
  - Static
  - Round
  - Flat

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

In a discussion, I will need to support my opinion with valid facts. Without evidence, no one will trust what I'm saying.

Making inferences about characters and events in a story, drama, or poem will help me better understand the people and events in my own life. The elements of a story (plot and character traits) resemble the events that happen in our own lives; therefore, it's important to discover the similarities so we develop connections to the story and to our own life. Understanding the series of cause and effect in a story can help me understand how my actions affect others.

Literature contains lessons that can be applied to my daily life. Being able to understand these lessons will help me develop empathy for others and cope with my own difficulties. Examples include:
- How to cope with loss or death
- Being kind and generous all the time
- Learning life is not always fair
- Building tolerance for those who are different from myself
- Perseverance in the face of struggle

Achievement Level Descriptors

Key Ideas & Details:

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8.RL.2 Determine a theme or central idea(s) of a text and
   a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to	In grade-level texts, students should be able to	In grade-level texts, students should be able to	In grade-level and higher texts, students should be able to
• Identify and cite minimal textual evidence to minimally support a basic idea drawn and to justify analyses regarding theme, story elements, and point of view. • Retell a basic sequence of events with minimal detail. • With significant support, minimally analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• Cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn and partially cite textual evidence to justify analysis or judgments made regarding theme, story elements, and point of view. • Partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details. • Partially analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• Cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn and adequately site a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view. • Adequately summarize central ideas, themes, and key events using relevant details to determine a theme or central idea and provide an objective summary. • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• Cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn and thoroughly cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view. • Thoroughly summarize central ideas, themes, and key events using appropriate and significant details and provide an objective summary, including references to characterization and plot development. • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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