Reading Grade: 8th			Mastery Check
Benchmark#: R.8.1.3.1			

State Language:	Student Friendly Language:
▲ determines meaning of words or phrases using **context clues** (e.g., *definitions*, *restatements*, *examples, descriptions*, *comparison-contrast*, clue words, *cause-effect*) from sentences or paragraphs.	Words can be determined using text or other sentences in the text.

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:
• Definitions • Restatements • Examples • Descriptions • Comparison contrast • Clue words • Cause effect	Determine word meanings Use context clues Acknowledge the need to stop and look for context clues.	Context Clues	2

Big Ideas:
Context clues help students understand the meaning of unfamiliar words across the curriculum.

Essential Questions:
What are context clues? Identify context clues in a given passage.

When would you use context clues? Identify a word you would need to you context clues to help you determine the meaning of

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Essential Questions:

Core Materials	Supplemental Materials:

Reading Grade: 8th		Mastery Check	
Benchmark#: R.8.1.4.7			

State Language:	Student Friendly Language:
▲ compares and contrasts varying aspects (e.g., *characters'* traits and motives, *themes*, *problem-solution*, *cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes, persuasive* techniques) in one or more appropriate-level texts.	

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:

Big Ideas:

Essential Questions:

Core Materials	Supplemental Materials:

Reading Grade: 8th		Mastery Check
Benchmark#: R.8.1.4.8		

State Language:	Student Friendly Language:
▲ explains *cause-effect* relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts*.	

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:

Big Ideas:

Essential Questions:

Core Materials	Supplemental Materials:

Reading Grade: 8th			Mastery Check
Benchmark#: R.8.1.4.9			

State Language:
▲ uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied *main ideas*, main events, important details) from appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts* in logical order.

Student Friendly Language:

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:

Big Ideas:

Essential Questions:

Core Materials	Supplemental Materials:

Reading Grade: 8th			Mastery Check
Benchmark#: R.8.1.4.10			

State Language:	Student Friendly Language:		
▲ identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in text across the content areas and from a variety of sources in appropriate-level texts.			

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:

Big Ideas:

Essential Questions:

Core Materials	Supplemental Materials:

Reading Grade: 8th			Mastery Check	
Benchmark#: R.8.1.4.11				

State Language:
▲ explains the relationship between an author's use of **literary devices** in a text (e.g., *foreshadowing*, ▲*flashback*, ▲*irony*, *symbolism*, *tone*, *mood*) and his or her purpose for writing the text.

Student Friendly Language:

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:
- Foreshadowing- hint of things to come - Flashback- going back in time - Irony- the opposite of what one would expect - Symbolism- where one thing may represent another - Tone-part of the composition that encompasses the attitude toward the subject - Mood- the feeling you get when reading	Explain		

Big Ideas:

Essential Questions:

Core Materials

Supplemental Materials:

Reading Grade: 8th Benchmark#: R.8.1.4.14			Mastery Check	
State Language: ▲ identifies the author's position in a *persuasive* text and describes techniques the author uses to support that position (e.g., *bandwagon approach, glittering generalities, testimonials, citing statistics*, other techniques that appeal to reason or emotion).		**Student Friendly Language:**		

Concept (Students will know):	**Skills** (Students will do):	**Topics:**	**DOK Level:**
• Bandwagon- everyone else is doing it; join the crowd • Glittering generalities- says a lot but it is all vague or general (ex. good, better, improved) • Testimonials- where a famous person or an expert is used • Citing Statistics – using numbers or percents to show exact proof • Appeal to reason or emotion- The writer used reason or emotion to get the reader to believe as they do (ex. A child with a hair-lip is shown.)			

Big Ideas:

Essential Questions:

Core Materials	**Supplemental Materials:**

Reading Grade: 8th	Mastery Check
Benchmark#: R.8.1.4.15	

State Language:	Student Friendly Language:
▲ distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:
• Fact • Opinion • Propaganda • Bias • Stereotype	Distinguish Recognize Apply		**2**

Big Ideas:
- It allows judgment to identify various information.
- Allows the reader to interpret personal views.
- Provides the reader with an opportunity to respond to and support or oppose the author's stance.

Essential Questions:

1. What is the author's stance? How would distinguishing the author's stance help the reader interpret their personal views?
2. What facts or opinions has the author used? How does factual or opinionated information form an author's point of view?
3. What are bias and stereotype? How can using bias and stereotype influence a reader's viewpoint?

Core Materials	Supplemental Materials:

Reading Grade: 8th			**Mastery Check**
Benchmark#: R.8.2.1.1			

State Language: ▲ describes different aspects of ***characters*** (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major *characters* are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.	**Student Friendly Language:**

Concept (Students will know):	**Skills** (Students will do):	**Topics:**	**DOK Level:**
• Describe character traits- looks, actions, feeling, motives • Dynamic and static • Character development			**3**

Big Ideas:
- Promotes comprehension skills across genres.
- Understanding characterization allows the reader to predict and infer motive(s) within the plot.
- Describe and analyze how the character traits, feelings, actions and motives develop and change over time.

Essential Questions:
1. What is a dynamic character? How does a dynamic character influence other characters?
2. What physical traits, personality traits, feelings, actions, and motives does the character exhibit? How does character development drive the plot, including resolution of the major conflict?

Core Materials	**Supplemental Materials:**

Reading Grade: 8th				Mastery Check

Benchmark#: R.8.2.1.2

State Language:	Student Friendly Language:			
▲ identifies and describes the **setting** (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the *setting* and other story elements (e.g., character, plot).				

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:

Big Ideas:

Essential Questions:

Core Materials	Supplemental Materials:

Reading Grade: 8th		Mastery Check
Benchmark#: R.8.2.1.3		

State Language:	Student Friendly Language:		
▲ identifies major and minor elements of the *plot* (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.			

Concept (Students will know):	Skills (Students will do):	Topics:	DOK Level:

Big Ideas:

Essential Questions:

Core Materials	Supplemental Materials: