



AREA V REGIONAL SUPERINTENDENTS OF SCHOOLS

ROBERT DAIBER • KERI GARRETT • MARCHELLE KASSEBAUM •

KELTON DAVIS • LARRY PFEIFFER • SUSAN SARFATY • JULIE WOLLERMAN

Text-Dependent Questions Reflecting Common Core Standards for Reading By Grade Level Middle

Questions developed by the Delaware Comprehensive Assessment System. Examples can be used 6-8.

Sample Questions Reflecting the Common Core State Standards for Reading

Reading Standards for Literature – Grade 6
<p>6RL1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> • Why was Jonathan able to finish the race first? How do you know? What is the textual evidence that supports your answer? • What is so special about Mario? How do you know? What is the textual evidence that supports your answer? • How did moving to New York change Juan’s career? How do you know? What is the textual evidence that supports your answer? • Why did Tiesha try out for the play? How do you know? What is the textual evidence that supports your answer? • Why did Tyrone get an “A” on his test? How do you know? What is the textual evidence that supports your answer? • How is John different from Paul? What is the textual evidence that supports your answer?
<p>6RL2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> • What is the theme of _____ (text title)? What details in the story/poem/drama help the reader determine this theme? • How does the author of _____ (text title) help the reader understand the theme of the story? What details from the story support your answer? • How does the author use the way Tyrone responds to his situation to develop the theme of the story? • Summarize the story/drama/poem without including personal opinions or judgments.
<p>6RL3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p> <ul style="list-style-type: none"> • What are the main events in the story/drama? How does each of these main events contribute to the development of the plot? • How did Karen and Mary respond to the crisis the family faced? How did their response contribute to its resolution? What specific details from the story/drama support your answer? • How does the main character change throughout the story/drama? What specific details from the story/drama support your answer?

6RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- What is the meaning of _____ in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3?
- What is meant by the phrase, “You are the sun in my sky,” in paragraph 1?
- What is the effect of using the word _____ in paragraph 4?
- What is the tone of the story? What word choices from the story support your answer?
- How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?
- How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the character?
- What does the author’s word choice reveal about his/her attitude towards his topic? Use examples from the text to support your answer.

6RL5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

- How does chapter 4 contribute to the rising action of the novel? Use information from the novel to support your analysis.
- How does the author use scene 2 to begin to develop the theme of the play? Use information from the scene to support your analysis.
- How does the description in the first stanza establish the setting of the poem? Use information from the poem to support your analysis.
- Analyze how chapter 3 contributes to the development of the theme/setting/plot of the book. Use information from the text to support your analysis.
- Analyze how scene 1 contributes to the overall structure of the drama. Use information from the text to support your analysis.

6RL6 – Explain how an author develops the point of view of the narrator or speaker in a text.

- Explain how Gary Paulsen develops the point of view of the narrator in _____ (text title). Use examples from the story in your explanation.
- What is the most likely reason why the author decided to tell the story from Mike’s point of view? Is it effective? Why or why not? Use examples from the story in your explanation.
- How does telling the story from Tonya’s point of view influence the story? Use examples from the story in your answer.

6RL7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

- How is listening to an audiotope of “The Raven” by Edgar Allen Poe alike and different from reading the poem? Use specific examples from both versions in your answer.
- How is watching the filmed version of *Holes* alike and different from reading the book? Use specific examples from both versions in your answer.
- How is watching a performance of ____ (title of a play) alike and different from reading the play? Use specific examples in your explanation.
- Which did you prefer, listening to the audiotope version of “The Raven” or reading the poem? Why?
- Which did you prefer, watching the filmed version of *Holes* or reading the book? Why?

6RL8 – Not applicable

6RL9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- How are _____ (text title) and _____ (text title) alike and different in their approach to the theme of friendship and loyalty? Which text is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.)
- How are _____ (text title) and _____ (text title) alike and different in their approach to the topic of competition? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.)

6RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text – Grade 6

6RI1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Based on the information in ____ (text title), which car is best for a large family? How do you know? What is the textual evidence that supports your answer?
- Why are spiders more beneficial than harmful? Give specific examples from the article to support your answer.
- Which step is most important in ____? How do you know? What is the textual evidence that supports your answer?
- Why is it important that birds fly south for the winter? How do you know? What is the textual evidence that supports your answer?

- As a result of their work, what will most likely happen to the snow geese population? What is the textual evidence that supports your answer?
- How are insects and mammals alike and different? Give specific examples from the article to support your answer.

6RI2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is the central idea of _____ (text title)? How does the author convey that central idea? Use examples from the text in your answer.
- Summarize the information in the article without including personal opinions or judgments.

6RI3– Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

- How does the author help the reader understand what kind of person Harriet Tubman was? Use examples from the article in your analysis.
- How does the author help the reader understand the role trade played in the development of the United States? Use examples from the article in your analysis.
- Analyze how the author helps the reader understand how the idea of independence in America impacted the nations of Europe. Use examples from the article in your analysis.
- How does the author introduce, illustrate, and elaborate his/her portrait of Rosa Parks? Use examples from the article in your analysis.
- Analyze how the author introduces, illustrates, and elaborates his/her depiction of the Boston Tea Party so readers can understand the reasons behind it. Use examples from the article in your analysis.

6RI4 – Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.

- What does the word _____ mean in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- Which definition of _____ is used in paragraph 6?
- What does the author's word choice reveal about his/her attitude towards the topic? Use examples from the text to support your answer.
- What does the phrase _____ (figurative language) mean in paragraph 3? How does the use of that phrase enhance the reader's understanding of the text?
- What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text to support your answer.

6RI5 – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- How does the cause/effect structure of the third chapter contribute to the development of the author’s central idea? Use examples from the text in your analysis.
- How does the description in the fourth paragraph contribute to the development of the author’s key ideas? Use examples from the text in your analysis.
- How does the use of chronological order in the first section help the reader understand the development of the author’s ideas? Use examples from the text in your analysis.

6RI6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

- What is the author’s viewpoint on evolution? How does the author convey his/her viewpoint in the text? Use examples from the text to support your answer.
- What is the author’s purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your answer.

6RI7 – Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- Using the information in the text and the diagram, explain how a person breathes.
- Using the information in the article and the graph, explain the impact of the weather on crop production.
- Using the information in the text and the time line, explain the development of transportation in the United States.
- Using digital resources, collect information about life in the Sudan. Then, read a blog posting from a Peace Corps volunteer in that country. Share the understanding you have gained from your research about that country.

6RI8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- How does the author develop his argument about climate change? Is the argument effective? Why or why not? Use examples from the text to support your answer.
- Which of the author’s claims about climate change are **not** supported by reasons and/or evidence? Use examples from the text to support your answer.
- Which of the author’s claims about global warming are supported by reasons and/or evidence? Use examples from the text to support your answer.

6RI9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- How are the events depicted in _____ (a memoir) and _____ (a biography about the same person) alike and different? Use examples from the texts in your comparison.
- Explain why the events depicted in ____ (a memoir) and ____ (a biography about the same person) are alike and different. Use examples from the texts in your comparison.
- Which depiction of events do you think is more reliable, the one in _____ (a memoir) or ____ (a biography about the same person)? Why? Use examples from the texts in your comparison.

6RI10 – By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Sample Questions Reflecting the Common Core State Standards for Reading

Reading Standards for Literature – Grade 7
<p>7RL1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> • Why was Jonathan able to finish the race first? How do you know? What is the textual evidence that supports your answer? • What is so special about Mario? How do you know? What is the textual evidence that supports your answer? • How did moving to New York change Juan’s career? How do you know? What is the textual evidence that supports your answer? • Why did Tiesha try out for the play? How do you know? What is the textual evidence that supports your answer? • Why did Tyrone get an “A” on his test? How do you know? What is the textual evidence that supports your answer? • How is John different from Paul? What is the textual evidence that supports your answer?
<p>7RL2 – 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.</p> <ul style="list-style-type: none"> • What is the theme of _____ (text title)? How does the author develop this theme over the course of the text? Use examples from the text in your answer. • What is the central idea of _____ (text title)? How does the author develop this idea over the course of the text? Use examples from the text in your answer. • Summarize the story/drama/poem objectively.
<p>7RL3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <ul style="list-style-type: none"> • How does the setting shape the main character in this story? Use specific examples from the story in your analysis. • How might the main character be different if the setting was in a rural area rather than a suburban one? Use information from the story in your analysis. • How does the setting influence the plot in this story/drama? Use specific examples from the story/drama in your analysis. • How might the plot of the story be different if it was set in a mountainous region rather than a desert? Use information from the story in your analysis. • How does the setting influence the main character in this drama? Use specific examples from the drama in your analysis. • What is the impact of the main character’s personality on the plot? Use specific examples from the story/drama in your analysis. • Analyze how the setting shapes the main character in this story/drama. Use specific examples from the story/drama in your analysis. • Analyze how the setting shapes the plot in this story/drama. Use specific examples from the story/drama in your analysis.

7RL4 – 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.

- What is the meaning of _____ in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3?
- What is meant by the phrase, “You are the sun in my sky,” in paragraph 6?
- What is the effect of using the word _____ in paragraph 4?
- What is the impact of the repetition of the word _____ in the third stanza?
- How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the main character?
- What is the *most likely* reason the author used the rhyme scheme he/she does?
- What is the effect of the alliteration in the first paragraph?
- How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?

7RL5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

- What is the most likely reason the poet decided to express the ideas in _____ (title of a sonnet) in the form of a sonnet? Use information from the sonnet in your analysis.
- What is the most likely reason the playwright decided to include a soliloquy in the first scene? Use information from the drama in your analysis.
- How does the structure of this drama help the playwright convey meaning? Use examples from the drama in your analysis.
- How does the structure of this poem help the poet convey meaning? Use examples from the poem in your analysis.

7RL6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- What is the impact of alternating narrators in each chapter? Use examples from the novel in your analysis.
- Was alternating narrators in each chapter effective? Why or why not? Use examples from the novel in your analysis.
- What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis.

7RL7 – 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).

- How is the audiotape of _____ (title) alike and different from the written version? How does the sound quality impact the audiotape version? Use specific examples in your answer.
- How is the filmed version of _____ (title) alike and different from the book? How do the camera angles the director uses impact the filmed version? Use specific examples in your answer.
- How is the performance of _____ (title) alike and different from the written version of the drama? How does the lighting impact the performance? Use specific examples in your analysis.

7RL8 – Not applicable

7RL9 – 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.

- How are _____ (historical fiction title) and _____ (a historical account of the same time period) alike and different in their portrayal of the 1920s? Use examples from both versions in your comparison.
- How are _____ (historical fiction title) and _____ (a historical account of the same time period) alike and different in their portrayal of colonial America? Use examples from both versions in your comparison.
- How are _____ (historical fiction title) and _____ (a historical account of the same time period) alike and different in their portrayal of Phyllis Wheatly? Use examples from both versions in your comparison.
- After reading fictional and historical accounts of the 1800s, explain how the author of the fictional account uses or alters history. Use examples from both versions in your explanation.

7RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text – Grade 7

7RI1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Based on the information in _____, which car is best for a large family? How do you know? What is the textual evidence that supports your answer?
- Why are spiders more beneficial than harmful? Give specific examples from the article that support your answer.
- Which step is most important in _____? How do you know? What is the textual evidence that supports your answer?
- Why is it important that birds fly south for the winter? How do you know? What is the textual evidence that supports your answer?
- As a result of their work, what will most likely happen to the snow geese population? How do you know? What is the textual evidence that supports your answer?
- How are insects and mammals alike and different? Give specific examples from the article that support your answer.

7RI2 – 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.

- What are the central ideas of _____ (title of a text)? How does the author develop these central ideas over the course of the text?
- Summarize, objectively, the information in the article.

7RI3 – 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).

- In what way(s) was Thomas Jefferson a product of his times? Use evidence from the article to support your analysis.
- In what way(s) did Dr. Martin Luther King influence his times? Use evidence from the articles to support your analysis.
- What role did the Boston Tea Party play toward moving the colonies to the Revolutionary War? Use evidence from the articles to support your analysis.
- What influence did Mahatma Gandhi have on the Civil Rights Movement in the United States? Use evidence from the articles to support your analysis.

7RI4 – 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.

- What does the word _____ mean in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- Which definition of _____ is used in paragraph 6?
- What is the impact of the word _____ in paragraph 5?
- What is the most likely reason the author used the word _____ in paragraph 3?
- What is the tone of the article? How does the author create that tone? Use examples from the article in your answer.
- What does the author's use of the word _____ reveal about his/her attitude toward the topic? Use examples from the text to support your answer.
- What does the phrase _____ (figurative language) mean in paragraph 4? How does the use of that phrase enhance the reader's understanding of the text? Use examples from the text to support your answer.
- What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text to support your answer.

7RI5 – 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.

- How does the cause/effect structure contribute to the development of the author's central idea? Use examples from the text in your analysis.
- What is the most likely reason the author decided to organize the article the way he did? Use information from the text in your analysis.
- Is the structure of the paragraph effective? Why or why not? Use examples from the article to support your analysis.
- Analyze how the major sections of the text contribute to the whole and to the development of ideas. Use examples from the article in your analysis.

7RI6 – 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.

- What is the author's viewpoint on _____? How does the author distinguish his/her position from that of others? Use examples from the text to support your analysis.
- What is the author's purpose in this text? How is the author's purpose different from that of _____, who also wrote on this topic? Use examples from the text in your analysis.
- What is the author's purpose in this text? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your analysis.

7RI7 – 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).

- Compare and contrast the written text of Dr. King’s “I Have a Dream” speech and a video version. How does Dr. King’s delivery of the speech affect the impact of the words? Use examples from the written text and audio version in your analysis.
- After reading the speech and listening to an audio version, how does John Kennedy’s delivery affect the impact of his words? Use examples from the written text and audio version in your analysis.

7RI8 – 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.

- How does the author develop his/her argument in _____ (text title)? Is the reasoning sound? Is the supporting evidence sufficient and relevant? Why or why not? Use examples from the text in your answer.
- Is the argument the author presents effective? Using examples from the text, explain why or why not.
- Is the reasoning behind the author’s specific claims sound? Does the author provide relevant and sufficient evidence to support the claim? Use examples from the text to support your answer.

7RI9 – 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.

- After reading two or more articles on climate change, what is different about what each author chose to include? How is each author’s article a reflection of his/her beliefs on the topic? Use examples from the articles to support your analysis.
- After reading two or more articles on the same topic, how did each author emphasize different evidence to shape his/her position? Use examples from the articles to support your analysis.
- After reading two or more articles on the same topic, how did each author advance different interpretations of facts to promote his/her position? Use examples from the articles to support your analysis.

7RI10 – By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Sample Questions Reflecting the Common Core State Standards in Reading

Reading Standards for Literature – Grade 8

8RL1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- Why was Jonathan able to finish the race first? How do you know? What is the textual evidence that most strongly supports your answer?
- What is so special about Mario? How do you know? What is the textual evidence that most strongly supports your answer?
- How did moving to New York change Juan’s career? How do you know? What is the textual evidence that most strongly supports your answer?
- Why did Tiesha try out for the play? How do you know? What is the textual evidence that most strongly supports your answer?
- How is John different from Paul? What is the textual evidence that most strongly supports your answer?

8RL2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- What is the theme of _____ (text title)? How does the author develop this theme over the course of the text? Use examples from the text in your answer.
- What is the central idea of _____ (text title)? How does the author develop this idea over the course of the text? Use examples from the text in your answer.
- How does the author use the main character to develop the theme of the drama? Use information from the drama to support your analysis.
- How does the author use the plot to develop the theme of the story? Use information from the story to support your analysis.
- How does the author use the setting to develop the theme of the poem? Use information from the poem to support your analysis.
- Summarize the story/drama/poem objectively.

8RL3 – 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.

- How did Josh’s response to his father provoke a decision in this story? Use evidence from the story in your analysis.
- What did the incident by the lake reveal about the main character? Use evidence from the story in your analysis.
- How did Tyrone’s actions at the carnival propel the action in the drama? Use evidence from the drama in your analysis.
- What is the most likely reason the author had Matt walk home alone rather than join his friends? Use information from the story in your analysis.

8RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- What is the meaning of _____ in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3?
- What is meant by the phrase, “You are the sun in my sky,” in paragraph 6?
- How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the main character?
- How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?
- What is the tone of the story? Which words and phrases does the author use to create that tone?
- What is the impact of using the word _____ in the second scene of the play? How does that word contribute to the meaning of the story?
- What is the impact of comparing the main character to Midas?
- How does the analogy provided by the author help the reader understand the theme of the poem?

8RL5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

- After reading two or more texts, compare and contrast their structure. What is the most likely reason each author selected the text structure he/she did? Use examples from the texts in your analysis.
- After reading two or more texts, compare and contrast their structure. Which structure is more effective? Why? Use examples from the texts in your analysis.
- After reading two or more texts, how does the structure of each contribute to its style? Use examples from the texts in your analysis.
- After reading two or more texts, how does the structure of each contribute to its meaning? Use examples from the texts in your analysis.

8RL6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- How does telling the story from Monique’s point of view create suspense in the story? Use examples from the story in your analysis.
- How does telling the story from Theresa’s point of view create humorous situations? Use examples from the play in your analysis.
- How would the story be different if it were told from Kim’s point of view? What information from the story supports your analysis?
- What is the most likely reason the author told the story from Mark’s point of view? What information from the story supports your analysis?
- How does the author use dramatic irony to keep the reader engaged? Use examples from the story to support your analysis.

8RL7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- Compare and contrast _____ (text title) with the filmed version of the story. Use specific examples in your comparison.
- Is the filmed version of _____ (text title) effective? Why or why not? Use specific examples in your analysis.
- To what extent does _____ (filmed production) stay faithful to the text/script? Were the choices the director made effective? Why or why not? Use examples in your analysis.
- To what extent does _____ (live production) depart from the text/script? Were the choices the actors made effective? Why or why not? Use examples in you analysis.

8RL8 – Not applicable

8RL9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

- How does _____ (a modern work of fiction) draw upon _____ (a myth or traditional story)? What does the author do to render the material new? Use examples from both works to support your analysis.
- How does _____ (a modern work of fiction) draw upon the themes expressed in _____ (a myth or traditional story)? What does the author do to render the material new? Use examples from both works to support your analysis.
- How does _____ (a modern work of fiction) draw upon the pattern of events presented in _____ (a myth or traditional story)? What does the author do to render the material new? Use examples from both works to support your analysis.
- How does _____ (a modern work of fiction) draw upon the character types presented in _____ (a myth or traditional story)? What does the author do to render the material new? Use examples from both to support your analysis.

8RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text – Grade 8

8RI1 – Cite the textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text.

- Based on the information in _____, which car is best for a large family? How do you know? What is the textual evidence that most strongly supports your answer?
- Why are spiders more beneficial than harmful? How do you know? Give the specific example from the article that most strongly supports your answer.
- Which step is most important in _____? How do you know? What is the textual evidence that most strongly supports your answer?
- Why is it important that birds fly south for the winter? How do you know? What is the textual evidence that most strongly supports your answer?
- As a result of their work, what will most likely happen to the snow geese population? How do you know? What is the textual evidence that most strongly supports your answer?
- How are insects and mammals alike and different? Give the specific example from the article that most strongly supports your answer.

8RI2 – 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.

- What is the central idea of _____ (title of a text)? How does the central idea develop over the course of the text?
- What is the central idea of _____ (title of text)? How does the author use supporting ideas to develop the central idea over the course of the text?
- Summarize, objectively, the information in the article.

8RI3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- How does the author help the reader understand the connections and distinctions between John Adams and Thomas Jefferson? Use examples from the article in your analysis.
- How does the author help the reader understand the connections and distinctions between mitosis and meiosis? Use examples from the article in your analysis.
- How does the author help the reader understand the connections and distinctions between the Boston Massacre and Boston Tea Party? Use examples from the article in your analysis.
- Was the analogy the author provided effective in helping the reader understand the relationship between the two ideas presented in the text? Why or why not? Use examples from the article in your analysis.
- Was the comparison the author provided effective in helping the reader understand the relationship between Jefferson and Adams? Why or why not? Use examples from the article in your analysis.

8RI4 – 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, including analogies or allusions to other texts.

- What does the word _____ mean in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- Which definition of _____ is used in paragraph 6?
- What is the impact of the word _____ in paragraph 5?
- What is the most likely reason the author used the word _____ in paragraph 3?
- What is the tone of the article? What words and phrases does the author use to create that tone?
- What does the author's use of the word _____ reveal about his/her attitude toward the topic? Use examples from the text to support your answer.
- How does the author's allusion to _____ help the reader grasp the concept of _____?
- How does the analogy the author provides help the reader understand _____?
- What does the phrase _____ (figurative language) mean? How does the use of that phrase enhance the reader's understanding of the text? Use examples from the text to support your answer.
- What is the connotation of _____ as it is used in the text? How does the use of that word enhance the reader's understanding of the text? Use examples from the text to support your answer.

8RI5 – 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.

- How does the compare/contrast structure of paragraph 3 contribute to the development and refinement of _____ (a key concept)? Use examples from the article in your analysis.
- How does the following sentence from paragraph 4 contribute to the development and refinement of _____ (a key concept)? (Provide appropriate sentence). Use examples from the text in your analysis.
- What is the most likely reason the author decided to organize the paragraph the way he/she did? Use examples from the article in your analysis.
- Is the structure of the paragraph effective? Why or why not? Use examples from the article to support your analysis.

8RI6 – 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.

- What is the author’s viewpoint on climate change? How does the author acknowledge and respond to conflicting evidence and viewpoints? Use examples from the text to support your analysis.
- What is the author’s viewpoint on capital punishment? Is the author effective in responding to conflicting evidence or viewpoints? Why or why not? Use examples from the text in your analysis.
- What is the author’s purpose? Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Use examples from the text in your analysis.

8RI7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- After reading Dr. King’s “I Have a Dream” speech, what would be the advantages and disadvantages of presenting this material in a different medium (an audio tape and/or video of Dr. King delivering the speech)? Use examples from both versions in your evaluation.
- After reviewing print, digital, video, and/or multimedia presentations on the same topic, what are the advantages and disadvantages of each? Which is the most effective in conveying an understanding of the topic? Why? Use examples from the different mediums to support your evaluation.

8RI8 – 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.

- Is the argument the author presents effective? Using examples from the text, explain why or why not.
- Is the reasoning behind the author's specific claims sound and the evidence relevant and sufficient to support the claim? Use examples from the text to support your answer.
- What irrelevant evidence has the author introduced? Explain why this evidence is irrelevant. Use information from the text in your answer.

8RI9 – 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.

- After reading and analyzing two or more articles with conflicting information on the same topic, identify where the texts disagree on matters of fact or interpretation. Use examples from the articles to support your analysis.
- After reading and analyzing two or more articles with conflicting information on the same topic, identify where the texts disagree and determine whether it is on matters of fact or interpretation. Use examples from the articles to support your analysis.
- After reading and analyzing two or more articles with conflicting information on the same topic, which one presents the stronger argument? Use examples from the articles to support your analysis.

8RI10 – 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.