

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

**RI. 8. 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.**

Essential Understanding

- Reading comprehension
- Draw inferences
- Cite the strongest textual examples and details to support inferences and text meaning
- Analyze the text
- MLA formatting for in-text citations and works cited pages

Academic Vocabulary/Language

- analyze/analysis
- cite
- drawn
- explicit
- inference
- MLA formatting
- textual evidence

**CCR Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

\*Extended Understanding

- Cite strong and thorough textual citations

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGET:**

**The student can cite textual evidence that most strongly supports an analysis of what the text says and inferences it makes.**

**Underpinning Knowledge Learning Targets:**

**The student can recognize textual evidence.**

**The student can recognize inferences.**

**Underpinning Reasoning Learning Targets:**

**The student can analyze text to cite textual evidence that is explicitly stated.**

**The student can analyze text to cite textual evidence that is inferred.**

**The student can evaluate the strength of textual evidence.**

**Underpinning Product Learning Targets:**

**The student can use correct MLA format for in-text citations and works cited pages.**

**Career Connections**

<http://www.ccsoh.us/EL A6-12.aspx> (Click on Career Connections for English Language Arts)

## Question Ideas

Use three examples of textual evidence to show why the author wrote this piece. Then, state which of the three is the strongest.

Cite the strongest piece of textual evidence to support the main point made in the essay?

Analyze the article; what can you conclude? How does the textual evidence support your conclusion?

When you analyze the text, what inference can you make? Use the strongest textual citation to prove the inference.

Use three strong pieces of text to prove\_\_\_\_\_.

Which of the following citations most strongly supports \_\_\_\_\_.

Analyze the passage; what is implied? Cite the three strongest pieces of textual evidence to support the implication.

After reading \_\_\_\_\_ (informational text), write an essay that explains \_\_\_\_\_ (content). What conclusions or implications can you draw? Cite at least three sources. In your discussion, address the credibility and origin of your sources in view of your topic.

## Common Core Appendices Support

*Appendix B Grades 6-8 Sample Performance Task:* Students analyze the governmental structure of the United States and support their analysis by citing [the strongest] textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution*. [RH.6–8.1]

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Graphic Organizers

Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.

## Standardized Test Sample Question Stems

Fill in the circles before two sentences from paragraph 1 of Passage 2 that suggest it would be easy for consumers to start using CFLs.

A CFLs are a type of fluorescent lamp. B Many models of CFLs are available that are designed to replace traditional incandescent bulbs. C The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. D CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. E CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

### RI.7.1 (Prior Grade Standard)

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

### RI.9-10.1 (Future Grade Standard)

**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 2</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Recognize and analyze central and supporting ideas          -Trace supporting details for central and supporting ideas throughout a text          -Analyze the relationship of central ideas to supporting ideas in a text          -Analyze the development of central ideas in a text          -Objectively summarize the text  <b>*Extended Understanding</b>          -Analyze the relationship of multiple central and supporting ideas in a text</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-central idea</li> <li>-course</li> <li>-details</li> <li>-determine</li> <li>-development</li> <li>-fact</li> <li>-judgment</li> <li>-opinion</li> <li>-relationship</li> <li>-summarize/summary</li> <li>-supporting idea</li> </ul>
<p><b>CCR Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can determine a central idea in a text and analyze its development, including its relationship to supporting ideas.</b></p> <p><b>The student can objectively summarize a text.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can define and understand central idea and supporting idea.</b></p> <p><b>The student can define and understand summary.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can trace central and supporting ideas over the course of a text.</b></p> <p><b>The student can distinguish between textual facts and opinions.</b></p>		
<p><b>Career Connections</b> <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>			

## Question Ideas

What is the central idea revealed in the article? What is one supporting idea revealed in the article? What is the relationship between the two?

Which of the following supporting ideas has an analogous relationship to the main idea?

What textual evidence supports the central idea?

What is the central idea in the essay? What are the supporting idea(s) in the essay? How does the author develop them?

When you analyze the text, what details do you find that support the central idea?

How does the textual evidence support \_\_\_ as the central idea?

What are three supporting ideas in this article? Cite two pieces of evidence for each.

Summarize the text without putting in your own opinion or judgment?

## Common Core Appendices Support

*Appendix B Sample Performance Tasks:* Students provide an objective summary of Frederick Douglass's *Narrative*. They analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Graphic Organizers

Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.

## Standardized Test Sample Question Stems

What is the central idea of Passage 2?

- A. CFLs offer an inexpensive, more practical choice for consumers.      C. CFLs have many advantages over traditional light bulbs.  
B. CFLs are a new, more efficient type of light bulbs.                      D. CFLs are very safe for people to use.

### RI.7.2 (Prior Grade Standard)

**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.**

### RI.9-10.2 (Future Grade Standard)

**Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8.3</b></p>	<p><b>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b></p>	<p><b>Essential Understanding</b>          -Identify the connections among and distinctions between individuals, events, or ideas in an informational text          -Analyze how connections among and distinctions between individuals, events, and ideas in an informational text are made</p> <p><b>*Extended Understanding</b>          -Analyze why an author makes interactions between individuals, events, or ideas in an informational text</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analogies</li> <li>-analyze</li> <li>-categories</li> <li>-characters/characterization</li> <li>-comparison/contrast</li> <li>-detail</li> <li>-develop</li> <li>-distinction</li> <li>-elaborate</li> <li>-event</li> <li>-influence</li> <li>-interact</li> <li>-sequence</li> </ul>
<p><b>CCR Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p>The student can analyze how an informational text makes connections among and distinctions between individuals, events, or ideas.</p>		
<p><b>Career Connections</b></p> <p><a href="http://www.ccsok.us/ELA6-12.aspx">http://www.ccsok.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p>The student can identify key individuals, events, or ideas in an informational text.</p> <p>The student can identify and understand several ways (e.g., through comparisons, analogies, or categories) a text can make connections among and distinctions between individuals, events, or ideas in an informational text.</p>		

## Question Ideas

How are the ideas connected in the nonfiction article?

How did individual #1 evolve throughout the progression of the article? How was this individual distinguished from others?

How do the key ideas unfold? What connections between them were most important?

How were the distinctions made between the main events in the article?

Describe three details the author uses to show how the key event evolves. Note which details involve connections among and distinctions between other events.

When and how did the \_\_\_\_\_ individual change? What other individuals made similar changes?

Where does the author provide a distinction between ideas in the article? How did he make that distinction?

Into what category could you place all of the events in the article?

How did the similarity of events in the beginning of the article naturally lead to its conclusion?

## Common Core Appendices Support

*Appendix B Grades 6-8 Informational Text Exemplars:* Informational texts that are complex and rich which can be used for analysis tasks are on pages 90-92 and include the following: “Letter on Thomas Jefferson” by John Adams, *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*, and *Travels with Charley: In Search of America* by John Steinbeck.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Questioning

Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text. (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation-there are ties to history and culture that must be considered when reading a piece.

## Standardized Test Sample Question Stem

How does the diagram in Passage 3 distinguish between the different types of light bulbs?

- A by showing the replacement costs associated with each type of light bulb
- B by showing the overall energy costs associated with each type of light bulb
- C by showing the amount of energy generated by each type of light bulb per hour of use
- D by showing the amount of waste generated by each type of light bulb when each is recycled

### RI.7.3 (Prior Grade Standard)

**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).**

### RI.9-10.3 (Future Grade Standard)

**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

**RI. 8. 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 specific word choices on meaning and tone, including analogies or allusions to other texts.**

**CCR Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Essential Understanding**

- Identify and determine figurative, connotative, technical, and intertextual (references to, allusions to, and citations of other texts) word meanings
- Identify and analyze tone in a text
- Analyze and understand how word choice (diction), figurative language, connotative language, technical language, and intertextual language impact meaning and tone
- \*Extended Understanding**
- Read and comprehend texts with high intertextuality**

**Academic**

**Vocabulary/Language**

- allusion/reference
- analogy
- analyze
- connotation/denotation
- determine
- diction
- figurative language  
(See your adopted textbook's glossary for grade-level appropriate figurative language devices as they are too numerous to list here.)
- interpret
- intertextuality
- phrases
- technical language
- tone

**ULTIMATE LEARNING TARGET TYPE: REASONING**

**BROAD LEARNING TARGETS:**

- The student can determine the figurative, connotative, technical, and intertextual meanings of words and phrases based on how they are used in a text.**
- The student can analyze the impact that figurative, connotative, technical, and/or intertextual diction have on meaning and tone.**

**Career Connections**  
<http://www.ccssoh.us/ELA6-12.aspx>

(Click on Career Connections for English Language Arts)

**Underpinning Knowledge Learning Targets:**

- The student can identify words and phrases that have connotative, figurative, technical, and intertextual meaning used in a text.**
- The student can identify the tone of a text.**

**Underpinning Reasoning Learning Targets:**

- The student can determine, clarify, or verify the meaning of connotative, figurative, and technical words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.**

## Question Ideas

What does the word/phrase \_\_ mean in this selection? Is there a feeling or emotion associated with the word \_\_\_\_?

Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?

What other work(s) are alluded to in this article? How do those intertextual references impact the tone of the article?

Which words in the passage are tier-three words? What is the meaning of each of these technical terms?

How did the author use word choice (diction) and/or intertextuality to impact meaning?

How did the author use word choice (diction) and/or intertextuality to create a \_\_\_\_\_ tone?

Give three examples of figurative language used in the text. Explain the meaning of each and detail how each affects the meaning of the entire text.

What kind of figurative language is being used in paragraph 5? How does it affect the tone of the passage?

What is the tone of the report? List examples of technical language helped develop the tone?

## Common Core Appendices Support

*Appendix A Text Complexity:* In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, intertextuality falls under the Knowledge Demands: Content/Discipline Knowledge section of Qualitative Measures. Intertextuality exists on a continuum of text complexity: Low intertextuality (few if any references to/citations of other texts) to High intertextuality (many references to/citations of other texts).

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Mini-Research Project

Pull out analogies and allusions from a text and have students study informational sites to determine the author's purpose in including those elements. This will deepen students' knowledge of analogies and allusions, as well as build their awareness of how authors use them for impact in their writing.

## Standardized Test Sample Question Stems

What is the tone of paragraph 7 in Passage 2?

A dismissive    B reassuring    C uplifting    D fearful

### RI.7.4 (Prior Grade Standard)

**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.**

### RI.9-10.4 (Future Grade Standard)

**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 5</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>  <b>-Identify and understand text, paragraph, and syntactical structures</b>  <b>-Identify and understand types of sentences and paragraphs</b>  <b>-Understand and analyze how key concepts develop and are refined by paragraphs and sentences</b></p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -develop          -paragraph          -refine          -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.)          -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.)          -structure (text, paragraph, syntactical, etc.)</p>
<p><b>CCR Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		<p><b>*Extended Understanding</b>  <b>-Close reading</b></p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can analyze in detail the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify the structures of paragraphs and sentences.</b>  <b>The student can identify types of sentences and paragraphs.</b>  <b>The student can identify key concepts in a text.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can determine the role of particular sentences in a paragraph.</b>  <b>The student can determine how key concepts in an informational text are developed.</b></p>		
<p><b>Career Connections</b>  <a href="http://www.ccsok.us/ELA6-12.aspx">http://www.ccsok.us/ELA6-12.aspx</a>          (Click on Career Connections for English Language Arts)</p>			

## Question Ideas

How do the key concepts in the text develop?

How does the structure of paragraph one help with the development of the main idea?

Analyze the topic sentences in each paragraph. Do they add to or detract from the key concept being conveyed?

How does the sentence fit into the overall structure of the paragraph?

How does the paragraph help develop or refine the key concept in the article?

Rewrite the paragraph using only short, simple sentences. How is the development or refinement of the key concept affected? Why do you think the author chose to use mostly compound and complex sentences?

How would leaving out this paragraph change the development of key concepts in the text?

What types of sentences does the author use in this paragraph? How do they help with idea development?

Describe the syntax of the paragraph. How does the author's syntactical choices affect the overall meaning?

## Common Core Appendices Support

*Appendix A Text Complexity:* The Quantitative Measures of Text Complexity should include syntactical features as one of its factors. The Lexile Framework for Reading uses word frequency and sentence length to produce a single measure, called a Lexile, of a text's complexity.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Modeling/Peer Review

Use an article as a model for a future writing assignment, breaking down the structure and word choice used by the author. Then have the students create a rubric that they would use, using this model's strengths and weaknesses as the basis. This will allow students to see the parts of the structure as individual sections as well as how they play into the whole.

## Standardized Test Sample Question Stems

What key idea from Passage 2 does the sentence chosen from paragraph 5 support?

### RI.7.5 (Prior Grade Standard)

**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.**

### RI.9-10.5 (Future Grade Standard)

**Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 6</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Identify an author's point of view and conflicting viewpoints          -Identify an author's purpose          -Analyze how an author acknowledges or responds to conflicting evidence or viewpoints</p>	<p><b>Academic Vocabulary/Language</b>          -acknowledge          -analyze          -author's purpose (to inform, entertain, persuade, etc.)          -determine          -evidence          -point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)          -respond          -viewpoints</p>
<p><b>CCR Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p><b>*Extended Understanding</b>          -Close reading          -Analyze how author's purpose or point of view impacts rhetoric and style</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can determine the author's point of view or purpose.</b></p> <p><b>The student can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p><b>The student can identify varied points of view and purposes in informational texts.</b></p> <p><b>The student can identify conflicting evidence or viewpoints in an informational text.</b></p> <p><b>The student can recognize and understand an author's efforts to acknowledge and respond to conflicting evidence or viewpoints in an informational text.</b></p>		
<p><b>Career Connections</b>  <a href="http://www.csoh.us/E LA6-12.aspx">http://www.csoh.us/E LA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>			

## Question Ideas

What is the author's point of view? What is the author's purpose?

What is the point of view is being used in the text? How does the author convey his point of view? How does the author acknowledge other viewpoints?

How does the subjective author respond to the objective point of view?

How is the author's subjective point of view distinguished from other positions on the subject?

How is the (first person, third person, omniscient, etc.) point of view responded to by the author?

What details from the first text help distinguish the author's point of view from that of the author's in the second text? How does each author respond to the other's viewpoint?

What other purpose could there have been to write this essay, other than the one used by the author? Back up your answer with sections of text showing how the author responds to evidence that conflicts his purpose and supports another.

What details and structures does the author use to respond to evidence that conflicts his point of view or purpose?

## Common Core Appendices Support

*Appendix B Sample Performance Task:* Students determine the point of view of John Adams in his "Letter on Thomas Jefferson" and analyze how he [acknowledges and responds to] an alternative approach articulated by Thomas Jefferson.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

*A Handbook for Classroom Instruction that Works* by Marzano, Robert, Jennifer Norford, Diane Paynter, Debra Pickering, Barbara Gaddy (ASCD, Alexandria, VA, 2004) is a seminal professional text for teachers. See page 42.

## Standardized Test Sample Question Stems

What is the interviewer's purpose in Passage 1?

- A. to find solutions to the dangers posed by CFLs
- B. to question consumers about their opinion of CFLs
- C. to explore the costs and benefits of using CFLs
- D. to promote the use of CFLs over incandescent bulbs

### RI.7.6 (Prior Grade Standard)

**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.**

### RI.9-10.6 (Future Grade Standard)

**Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 7</b></p>	<p><b>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</b></p>	<p><u>Essential Understanding</u>          -Analyze how a topic or idea is affected by its medium          -Evaluate advantages and disadvantages of media based on presentations of a particular topic or idea          -Reading, viewing, and listening comprehension</p>	<p><u>Academic Vocabulary/Language</u>          -advantages/disadvantages          -audio-visual          -delivery          -digital          -evaluate          -format          -idea          -media/medium          -multimedia          -portrayal          -quantitative          -topic</p>
<p><b>CCR Anchor:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>		<p><u>*Extended Understanding</u>          -Solve a problem by integrating and evaluating multiple media</p>	

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify and summarize information on the same topic or issue presented in different media, formats, and texts.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can determine the quality of the same information when it is presented in different media, formats, and texts.          The student can analyze how medium affects the portrayal of subject matter.</p>	
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/EL A6-12.aspx">http://www.ccssoh.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>		

## Question Ideas

What information on \_\_\_\_\_ topic/idea is presented in each of the formats? Which format gives the best the portrayal of the topic? Which format gives the worst portrayal?

Summarize each of the versions (print, video, Prezi) of information on the topic of \_\_\_\_\_. How does each format affect the message? Which format would be most advantageous to use in with a classroom of teenagers?

What are the similarities and differences between the information presented in the text and the video? What are the disadvantages of each format?

List three ideas that you could compare concerning \_\_\_\_\_ after having read the article, watched the Prezi, and listened to the lecture. For each idea, state which format (article, Prezi, or lecture) contained the best information.

After researching \_\_\_\_\_ (informational texts and media), write a report that describes \_\_\_\_\_ (topic). Then attach a paragraph explaining which source was the most advantageous for garnering information on the topic?

After reading the text and experiencing a multimedia presentation, write an essay that compares the portrayal of the subject in each medium. Which medium would you use to give this relay information on this subject to your parents?

## Common Core Appendices Support

*Appendix B Grades 6-8 Text Exemplars:* Examples of media texts that can be used for evaluation and analysis include Adams Family Papers: An Electronic Archive, hosted by the Massachusetts Historical Society, which has transcriptions of letters between John and Abigail Adams, as well as John's diary and autobiography: <http://www.masshist.org/digitaladams/aea/index.html>, and The Van Gogh Gallery, a commercial Web resource with links to Van Gogh's art and information about his life: <http://www.vangoghgallery.com/>.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Graphic Organizer

Have students use a Venn diagram comparing and contrasting the information presented in two informational texts where some information is conflicting. Then focus on the arguments and let students identify (highlight, underline, star, color) the strongest arguments for discussion of assessing the claims in the texts, the strengths of each argument and the relevancy of the evidence.

### Standardized Test Sample Question Stem

Select **two** advantages of using audio in Passage 1 to present information about CFLs.

- A. It allows listeners to connect with other people as they share real-world experiences with CFLs.
- B. It allows listeners to rely on tone of voice in order to better understand each speaker's point of view about CFLs.
- C. It allows listeners to interpret the conversational nature of the podcast in a way that makes CFLs seem less threatening.
- D. It allows listeners to easily distinguish between viewpoints about CFLs by associating each viewpoint with a different speaker.
- E. It allows listeners to be swayed by the emotional and personal appeals each speaker makes about CFLs throughout the podcast.

### RI.7.7 (Prior Grade Standard)

**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).**

### RI.9-10.7 (Future Grade Standard)

**Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 8</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Define and identify an argument          -Define and identify a claim          -Delineate and evaluate arguments and claims          -Identify reasons and evidence in a text that support claims          -Determine if claims are supported by sound reasoning with relevant and sufficient evidence          -Recognize when irrelevant evidence is introduced into an argument and specific claims  <b>*Extended Understanding</b>          -Identify fallacious reasoning</p>	<p><b>Academic Vocabulary/Language</b>          -argument          -assess          -claim          -data          -delineate          -evaluate          -evidence          -irrelevant          -reasons          -relevant          -sufficient          -valid          -warrant</p>
<p><b>CCR Anchor:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can delineate the argument and specific claims made in a text and recognize when irrelevant evidence is introduced.          The student can evaluate an argument by determining if claims are supported by sound reasoning with relevant and sufficient evidence.</p>		
<p><b>Career Connections</b>  <a href="http://www.ccsOH.us/ELA6-12.aspx">http://www.ccsOH.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can define argument and claim.          The student can identify an argument and claims made in a text.          The student can identify reasons and evidence in a text.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.</p>		

## Question Ideas

What is the main argument made in the essay?

What claims support the argument in the article?

What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3? Which of the claims has the most relevant and sufficient evidence?

Delineate one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim. Decide if the reasons are sound. Decide if the evidence is sufficient and relevant.

Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.

After watching the commercial, identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given. Decide if any irrelevant evidence was introduced.

After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not. Mark any irrelevant evidence.

## Common Core Appendices Support

*Appendix B Informational Text Exemplars:* Students can use speeches like the one included on pages 91-92 to trace and evaluate arguments: “Blood, Toil, Tears and Sweat: Address to Parliament on May 13<sup>th</sup>, 1940” by Winston Churchill.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Kinesthetic Activity

Teachers give students an article and have them cut out the evidence sections. Students sort the support into piles of strong/weak/relevant/insufficient/etc. This physical activity will allow for students to not only learn to focus on one argument at a time, but also give them a visual of the support.

## Standardized Test Sample Question Stem

The podcast guest in Passage 1 makes several claims about CFLs. Which claim is offered without sufficient supporting evidence?

- A. It allows listeners to connect with other people as they share real-world experiences with CFLs.
- B. It allows listeners to rely on tone of voice in order to better understand each speaker’s point of view about CFLs.
- C. It allows listeners to interpret the conversational nature of the podcast in a way that makes CFLs seem less threatening.
- D. It allows listeners to easily distinguish between viewpoints about CFLs by associating each viewpoint with a different speaker.

### RI.7.8 (Prior Grade Standard)

**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.**

### RI.9-10.8 (Future Grade Standard)

**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 9</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Close Reading          -Contrast writings by different authors on the same topic          -Identifying where two or more texts disagree on matters of fact or interpretation          -Analyze a case in which two or more texts provide conflicting information on the same topic</p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -approach          -compare/contrast          -conflicting          -emphasizing          -identify          -interpretation          -presentation          -provide          -shape          -topic</p>
<p><b>CCR Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>*Extended Understanding</b>          -Analyze antiquated texts</p>	

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can analyze a case in which two or more texts provide conflicting information on the same topic.</b></p> <p><b>The student can identify where two or more conflicting texts disagree on matters of fact or interpretation concerning the same topic.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p>
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/EL A6-12.aspx">http://www.ccssoh.us/EL A6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b>The student can identify differing presentations of key information (fact and interpretation) in two or more texts about the same topic.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can analyze how emphasizing different evidence or advancing different interpretations or facts can shape key ideas in informational texts.</b></p>

## Question Ideas

What event do the three texts have in common? How do the texts differ in the presentation of information? How do the texts differ in their interpretations of facts?

Compare the first-person account to the historical text concerning the liberation of Auschwitz. Where do the two works disagree on facts?

After reading both texts, outline each author's presentation of \_\_\_\_\_, noting where they disagree.

What events can be found in both texts? What conflicting information is presented?

How does the author's approach to the key ideas in the biography differ from the second author's approach to the same ideas in the narrative?

How do the two authors' presentations of their interpretations of \_\_\_\_\_ differ from the historical account to the memoir?

## Common Core Appendices Support

*Appendix A Text Complexity:* Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

### RI.7.9 (Prior Grade Standard)

**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.**

### RI.9-10.9 (Future Grade Standard)

**Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Reading Informational Text, Grade 8

<p><b>RI. 8. 10</b></p>	<p><b>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.</b></p>	<p><u>Essential Understanding</u>          -Demonstrate comprehension of grade-level literary nonfiction          -Identify/evaluate text complexity</p> <p><u>*Extended Understanding</u>          -Demonstrate comprehension of above grade-level literary text without scaffolding</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> <li>-comprehension</li> <li>-decoding</li> <li>-fluency</li> <li>-informational text</li> <li>-Lexile</li> <li>-literary nonfiction</li> <li>-nonfiction</li> <li>-proficient</li> <li>-text complexity</li> </ul>
<p><b>CCR Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>			

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b></p> <p><b>The student can independently read and comprehend proficiently complex literary nonfiction and informational texts at the eighth grade level.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p>The student can identify grade-level texts.</p> <p>The student can identify texts on their reading level (i.e. Lexile level).</p> <p>The student can monitor his/her own comprehension.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p><b>The student can read and comprehend literary nonfiction and informational texts in the 6-8 complexity band, without scaffolding.</b></p>
<p><b>Career Connections</b>  <a href="http://www.csoh.us/E LA6-12.aspx">http://www.csoh.us/E LA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	

## Question Ideas

How should you choose which literary nonfiction texts to read?

What strategies should you use to comprehend a complex text?

What procedures/scaffolding can you use to help read and comprehend a text at the higher than the 6-8 text complexity band or at a level above your Lexile score?

What is your Lexile level? What is the Lexile level of this text? What reading comprehension strategies will you use to be sure you can read and comprehend this text?

Apply the four steps of text complexity to determine if this is an appropriate text for you.

How do you monitor your own comprehension as you read?

What steps are involved in close reading of a text?

## Common Core Appendices Support

*Appendix A Text Complexity* (pages 2-16 address all aspects of text complexity)

**Why Text Complexity Matters** Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score [on the ACT] or better from those who had not was **not** their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, **the clearest differentiator was students' ability to answer questions associated with complex texts.**

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Research Modules

On any subject tied into their readings, let students practice their understanding of informational texts in small pieces. They can focus on text structure, author's point of view, text support, and inferences.

### RI.7.10 (Prior Grade Standard)

**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.**

### RI.9-10.10 (Future Grade Standard)

**By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**