

## Grade 6 – 8 Reading

### • Literary Structures

#### • Analyzing character as a reader and writer

- Adjust communication to audience and purpose
- Listen respectfully
- Make inferences and use evidence to support understanding
- Write responses that demonstrate understanding
- Discuss text using relevant text evidence
- Explain the author's purpose and message
- Analyze how the character's internal and external responses develop the plot
- Analyze how authors develop themes
- Brainstorm ideas for developing my own literary text
- Describe how characters will interact in my own literary text

#### • Analyzing the interactions among setting, plot, character, and theme as a reader and writer

- Analyze how the setting influences character development
- Describe the setting in my own literary text
- Make connections between the setting and character development in my own literary text
- Analyze plot elements and non-linear plot elements
- Design the plot elements for my own literary text
- Draft a literary text that is:
  - o Focused
  - o Coherent
  - o Structured

#### • Analyzing Language as a reader and writer

- Infer multiple themes within or across genres
- Identify the use of literary devices to achieve a specific purpose
- Explain the author's purpose AND message within a text
- Describe how the author's use of figurative language achieves a specific purposes
- Identify the use of literary devices to achieve a specific purpose (including, omniscient and limited point of view)
- Analyze how the author's use of language contributes to mood AND voice
- Revise literary drafts for:
  - Clarity
  - Development
  - Organization
  - Sentence variety

#### • Analyzing structure as a reader and editing and publishing as a writer

- Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms
- Analyze how the use of text structure contributes to the author's purpose
- Edit drafts, using standard English conventions (specific editing lessons will be based on student need as identified in assessment data)
- Explains the author's purpose AND message within a text
- Discuss text using relevant text evidence
- Describe connections to text to share and deepen understanding

- Reflect on and adjust Responses as new evidence is presented
- Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts
- Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society
- Self-select text and read independently
- **Author's Craft: Informational Text and Inquiry**
  - **Analyzing thesis statements and author's purpose as a researcher and writer**
    - Analyze characteristics and structural elements of informational text, including the controlling idea with supporting evidence and multiple organizational patterns within a text to develop a thesis
    - Explain the author's purpose AND message within a text
    - Analyze how the use of thesis statements communicate purpose to a reader
    - Describe how working thesis statements help define a research plan
  - **Analyzing how authors connect thesis and evidence as a researcher and writer**
    - Conduct research based on a working thesis
    - Evaluate sources for relevance, validity, and reliability
    - Revise the thesis and research plan if evidence supports it
    - Keep records of research information
  - **Analyzing structure as a researcher and writer**
    - Differentiate between summarizing, paraphrasing, and using direct quotes
    - Organize information in a logical and coherent structure that supports the thesis statement
    - Use graphics or other text features to support the thesis statement
  - **Synthesizing and presenting information**
    - Edit final draft of informational text
    - Use edits to communicate author's purpose
    - Share results of inquiry with a peer
  - **General Skills**
    - Explains the author's purpose AND message within a text
    - Discuss text using relevant text evidence
    - Describe connections to text to share and deepen understanding
    - Reflect on and adjust Responses as new evidence is presented
    - Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts
    - Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society
    - Self-select text and read independently
- **Author's Craft: Argumentative Text and Inquiry**
  - **Analyzing claims and author's purpose as a researcher and writer**
    - Analyze characteristics and structures of argumentative text such as identifying the claim and identifying the intended audience or reader
    - Generate student-selected and teacher-guided questions for formal and informal inquiry
    - Examine sources for reliability, credibility, and bias; and
    - Analyze how the author's use of language contributes to mood and voice
    - Explain the differences between rhetorical devices and logical fallacies
    - Plan first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and

personal interests

- Explain the author's purpose and message within a text
  - Analyze characteristics of multimodal and digital texts
  - Identify and gather relevant information from a variety of sources
  - Self-select text and read independently for a sustained period of time
- **Analyzing how authors connect claim and evidence as a researcher and writer**