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| **READING INFORMATIONAL TEXT** |
| **KEY IDEAS AND DETAILS** |
| **1.2 Reading Informational Text****Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.****Transfer Goal - Students will be able to independently use their learning to:** Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.**Big Idea:** Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.**Essential Questions:** How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? |
| **PA Core Standards Anchor Standard**1. **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.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.1**Demonstrate comprehension of the text by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.1. Answer questions about key details in the text by paraphrasing the text when explaining what the text says explicitly and when drawing inferences.
2. Ask questions to clarify or deepen meaning of the text.
3. Use comprehension strategies (e.g., making inferences, drawing conclusions, predicting outcomes, author’s purpose) to understand the text.
 | **IT.7.1**Demonstrate comprehension of the text by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.1. Answer questions about key details in the text by paraphrasing the text when explaining what the text says explicitly and when drawing inferences.
2. Ask questions to clarify or deepen meaning of the text.
3. Use comprehension strategies (e.g., making inferences, drawing conclusions, predicting outcome, author’s purpose) to understand the text.
4. Differentiate between what is implied andwhat is stated using a variety of media sources (e.g., TV, billboards, magazines, newspaper advertisements, and Internet.)

 | **IT.8.1**Demonstrate comprehension of the text by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.1. Differentiate between what is implied and what is stated using a variety of media sources (e.g., TV, billboards, magazines, newspaper advertisements, and Internet.)
2. Determine the validity of inferences evaluating them as probably true, probably false or uncertain.
3. Infer the meaning of a specific set of circumstances drawn from the text.
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| **PA Core Standards Anchor Standard**1. **Determine main (central) ideas and/or themes of a text and analyze their development; summarize the key supporting details and ideas.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.2**Determine a main idea or theme of a text and how it is conveyed through particular details; provide an objective summary of the text (distinct from personal opinions or judgments).Identify the thesis statement of a given piece and cite the details from the text that support the thesis. | **IT.7.2**Determine a main idea or theme in a text and identify its development using particular details over the course of the text; provide an objective summary of the text. Identify the thesis statement of a given piece and cite the details from the text that support the thesis*.* |  **IT.8.2**Determine a main idea or theme of a text and analyze its development over the course of the text including its relationship to supporting details; provide an objective summary of the text.Identify the thesis statement of a given piece and cite the details from the text that support the thesis. |
| **PA Core Standards Anchor Standard**1. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.3**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | **IT.7.3**Analyze interactions between individuals, groups of people, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | **IT.8.3**Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **CRAFT AND STRUCTURE** |
| **PA Core Standards Anchor Standard**1. **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.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.4**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.* 1. Select examples of simile, metaphor, and personification.
	2. Recognize and interpret idiomatic and colloquial expressions.
 | **IT.7.4**Determine the meaning of words or 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.Recognize and appreciate metaphor, simile, and personification as types of figurative language.  |  **IT.8.4**Determine the meaning of words or 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.Understand and appreciate the author’s craft (e.g., mood, symbolism). |
| **PA Core Standards Anchor Standard**1. **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.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.5**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.Outline in topic form and supporting details the main points of a given text. | **IT.7.5**Describe 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. Outline in topic form the main points and supporting details of a given text.  | **IT.8.5**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.Outline in topic form the main points and supporting details of a given text. |
| **PA Core Standards Anchor Standard**1. **Access how point of view or purpose shapes the content and style of a text.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.6**Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.a. Understand point of view in narration, including first and third person.b. Identify and cite features of a selection which identifies the author’s purpose as information, entertainment or persuasion.  | **IT.7.6**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.1. Interpret and compare the points of view in two reading selections on the same topic, one based on fact and one based on opinion.
2. Understand point of view in narration, including first and third person.
3. Identify and cite features of a selection which identifies the author’s purpose as information, entertainment or persuasion.
 | **IT.8.6**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.1. Interpret and compare the points of view in two reading selections on the same topic, one based on fact and one based on opinion.
2. Understand point of view in narration, including first and third person.
3. Identify and cite features of a selection which identify the author’s purpose as information, entertainment or persuasion.
4. Comment critically on the viewpoint, bias, and/or objectivity of a given news article, editorial or other written work.
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| **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| **PA Core Standards Anchor Standard**1. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.7**Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue. Interpret charts and graphs. | **IT.7.7**Compare and contrast a text to an audio, video, or multimedia version of the text.1. Analyze each medium’s portrayal of the subject.
2. Analyze a cartoon by stating the cartoonist’s intent and listing details that convey the intent.
 | **IT.8.7**Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.1. Analyze each medium’s portrayal of thesubject.
2. Analyze a cartoon by stating the cartoonist’s intent and listing details that convey the intent.
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| **PA Core Standards Anchor Standard**1. **Delineate and evaluate the opinion/argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.8**Trace and evaluate the opinion/argument and specific claims in a text.1. Identify the thesis statement and supporting arguments (claims).
 | **IT.7.8**Trace and evaluate the argument and specific claims in a text.1. Identify the thesis statement and supporting arguments (claims).
2. Determine if supporting evidence validates the argument (claims).
3. Recognize when irrelevant evidence is introduced.
 | **IT.7.8**Delineate and evaluate the argument and specific claims in a text. 1. Identify the thesis statement and supporting arguments (claims).
2. Determine if supporting evidence validates the argument (claims).
3. Recognize when irrelevant evidence is introduced.
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| **PA Core Standards Anchor Standard**1. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.9**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). | **IT.7.9**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. | **IT.8.9**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. |
| **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY** |
| **PA Core Standards Anchor Standard**1. **Read and comprehend complex literary and informational texts independently and proficiently.**
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| **Grade 6 Students:** | **Grade 7 Students:** | **Grade 8 Students:** |
| **IT.6.10**By the end of the year, read and comprehend informational texts including, history/social studies, science, religion, and technical texts, at the high end of the grade 6 text complexity band independently and proficiently.1. Read independently at a sixth grade or higher text complexity level for a grade appropriate period of time.
2. Use close reading strategies to comprehend complex informational text.
 | **IT.7.10**By the end of the year, read and comprehend informational texts including, history/social studies, science, religion, and technical texts, at the high end of the grade 7 text complexity band independently and proficiently.1. Read independently at a seventh grade or higher text complexity level for a grade appropriate period of time.
2. Use close reading strategies to comprehend complex informational text.
 | **IT.8.10**By the end of the year, read and comprehend informational texts including, history/social studies, science, religion, and technical texts, at the high end of the grade 8 text complexity band independently and proficiently.1. Read independently at an eighth grade or higher text complexity level for a grade appropriate period of time.
2. Use close reading strategies to comprehend complex informational text.
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