**Grade 8 Expandable Set of Questions Aligned to Standards**

### Sample Questions Reflecting the Common Core State Standards for Reading

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| **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. |

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| **Reading Standards for Literature – Grade 8** |
| **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? |

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| **Reading Standards for Literature – Grade 8** |
| **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** |

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| **Reading Standards for Literature – Grade 8** |
| **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.

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|  | **Reading Standards for Informational Text – Grade 8** |  |
| **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. | | |

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|  | **Reading Standards for Informational Text – Grade 8** |  |
| **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. | | |

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|  | **Reading Standards for Informational Text – Grade 8** |  |
| **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. | | |

#### 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.

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|  | **Reading Standards for Informational Text – Grade 7** |  |
| **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. | | |

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|  | **Reading Standards for Informational Text – Grade 7** |  |
| **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. | | |