



READING

8th Grade

COMPREHENSION

ALL STANDARDS

Mega bundle

FICTION 7TH & 8TH GRADE RL. 7.2/8.1
THEME & CENTRAL IDEA

FICTION 8TH GRADE RL. 8.3
ANALYZE THE IMPACT OF DIALOGUE & INCIDENTS

FICTION 7TH & 8TH GRADE RL. 7.4/8.4
MEANING OF WORDS & PHRASES

NONFICTION 7TH & 8TH GRADE RI.7.8/8.8
EVALUATE ARGUMENTS & CLAIMS IN A TEXT

NONFICTION 8TH GRADE RI.8.1
ANALYZE CONNECTIONS IN A NONFICTION TEXT

NONFICTION 7TH & 8TH GRADE RI.7.6/8.6
AUTHOR'S POINT OF VIEW & PURPOSE

NONFICTION 7TH & 8TH GRADE RI.7.2/8.2
CENTRAL IDEA & SUMMARY

NONFICTION 7TH & 8TH GRADE RI.7.5/8.5
ANALYZE TEXT STRUCTURE

FICTION 8TH GRADE RL. 8.6
ANALYZING POINT OF VIEW

NONFICTION 7TH & 8TH GRADE RI.7.4/8.4
MEANING OF WORDS & PHRASES

NONFICTION 7TH & 8TH GRADE RI.7.9/8.9
ANALYZE MULTIPLE & CONFLICTING VIEWS

NONFICTION 7TH & 8TH GRADE RI.7.1/8.1
INFERRENCING & EXPLICIT ANALYSIS

FICTION 8TH GRADE RL. 8.5
COMPARE & CONTRAST TEXT STRUCTURE

NONFICTION 8TH GRADE RI.8.3
ANALYZE CONNECTIONS IN A NONFICTION TEXT

PRINTABLE VERSION



Anchor Charts and Graphic Organizers Included for all 15 Units

Compare & Contrast Text Structure

Let's Try! Read the passages "That Spot is Mine" and "Tryout Trauma" below, then answer the questions on the graphic organizer.

That Spot is Mine

Rhonda stepped onto the designated spot on the gym floor and nodded to the cheerleading captain that she was ready. Of course, she was ready, because she'd been practicing this routine for weeks now. She'd run through the steps over and over again until they'd become instinctual. She'd even dreamed of the routine over the last three nights leading up to cheerleading tryouts, so there was no way she was going to mess this up.

The music started, and Rhonda let the beat sync with her own heartbeat. Her body slid into autopilot, moving without her even thinking about it. She nailed every step right in time with the music, and her cheering voice was loud and clear, echoing throughout the gym with both power and pep.

Ever since she was a little girl and her dad took her to her first football game, Rhonda had wanted to be a cheerleader, and she'd taken the steps to learn the right skills. She'd taken dance classes as a toddler and still too young to learn today. She'd been a gymnast from fourth grade to eighth grade, and she'd been a cheerleader because it conflicted with her competitive dance activity because it conflicted with her professional cheerleaders at the time.

Compare & Contrast Text Structure

Readers compare and contrast the structure of two or more texts. They analyze how the structure of each text contributes to its meaning and style.

STRUCTURE

Structure refers to how a story is told. It includes:

- Genre (fantasy, realistic fiction, historical fiction, poetry, etc.)
- Story elements (characters, setting, plot, conflict, resolution, theme)
- Point of view (1st person, 2nd person, 3rd person)
- Order of events (chronological, linear, non-linear, flashback, foreshadowing, circular, in medias res [in the midst of the action], etc.)
- Use of chapters, scene breaks, paragraphs, stanzas, lines.

MEANING

Meaning refers to the message conveyed by the text. It includes:

- Surface meaning (basic and obvious meanings)
- Deeper meaning (richer, hidden meanings)

STYLE

Style refers to the way an author writes. It includes:

- Word choice
- Sentence structure
- Tone
- Voice
- Point of view
- Pacing
- Dialogue

To compare/contrast structure and analyze how it contributes to meaning and style:

1. Carefully read all the texts, noting details about their structures such as genre and point of view.
2. Consider the similarities and differences in the structures of each text.
3. Ask:
 - What are the structures of the texts?
 - How are the structures of the texts similar/different?
 - What is the meaning of each text?
 - What is the author's style in each text?
 - How does the structure contribute to each text's meaning and style?
4. Summarize your thoughts about how text structure contributes to meaning and style.

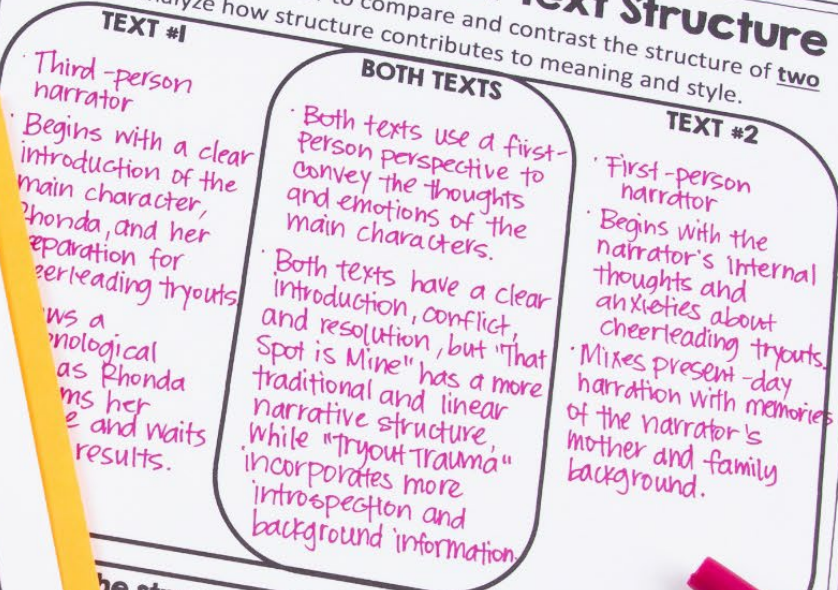
Compare & Contrast Text Structure

Fill in the graphic organizer to compare and contrast the structure of three texts and analyze how structure contributes to meaning and style.



Compare & Contrast Text Structure

Fill in the graphic organizer to compare and contrast the structure of two texts and analyze how structure contributes to meaning and style.



How do the structures affect the meaning of the texts?

The chronological structure builds suspense and anticipation, contributing to the sense of achievement and hope at the end.

How do the structures affect the style of the texts?

The non-linear structure and incorporation of the narrator's internal struggle convey the narrator's internal struggle of their family history. The abrupt ending has an emotional impact, highlighting the narrator's ability and determination.

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Passages & Questions Mimic State Testing Requirements

Evaluate Arguments & Claims
Name: _____ Date: _____

4. This question has two parts. First, answer Part A: What claim is made in Paragraph 4?

- Students who participate in arts programs help students perform better on standardized tests.
- Arts programs help students perform better on standardized tests.
- Science and math can be incorporated into arts programs.
- Arts programs develop better mental health skills.

Part B: How does the author support the claim?

- by referencing data collected from a 2010 study
- by including expert opinions from a 2019 study
- by quoting from academic journals
- by interviewing Texas teachers

5. Do you believe this argument is valid? Why or why not? Provide your reasoning.

Evaluate Arguments & Claims
Name: _____ Date: _____

1. What is the main argument presented in this text?

- Arts programs should be cut in favor of more academic programs.
- Arts programs need additional funding so more programs can be offered.
- Arts programs are important to students' lives at school.**
- Arts programs increase students' tolerance for other cultures.

2. How is the 2010 study mentioned in Paragraph 2 relevant to the author's claim?

- That evidence highlights the claim that some students are more interested in academics.
- That evidence supports the claim that students are more interested in arts programs.**
- That evidence shows the struggles some students face with arts programs at their schools.
- That evidence proves that students' academic performance is linked to arts participation.

3. Identify a piece of irrelevant information in Paragraph 3.

In paragraph 3, the information about the 2019-2020 school year (35% of one serious disciplinary action) may be irrelevant. While it is interesting, it is not directly related to the main argument. It is more of a general statistic that might support the author's claim.


Evaluate Arguments & Claims
Name: _____ Date: _____

Three Cheers for the Arts

Arts programs are an important part of students' lives at school. Many of these programs are cut due to budget issues in districts. It is a mistake to do so. It robs children of opportunities.

Participating in arts programs motivates children to come to school and reduces stress. A 2010 study in Missouri revealed that the schools with the highest attendance rates also had the greatest student involvement in arts programs. For many students, arts programs allow them to have fun. They can manipulate various materials or equipment without having to worry so much about getting the "right" answers. They can experiment in a risk-free zone. That makes going to school less of a struggle.


Arts programs also bring behavioral benefits. An Arts Education Partnership meta-analysis showed that drama courses, in particular, assisted in students developing a better understanding of social relationships and emotional issues. Similarly, this study showed that dance classes demonstrate more self-expression, self-confidence, and school year, data from a 2019-2020 study found that 35% of public schools reported a decrease in serious disciplinary offenses. At least one collaborative study found that drama classes led to fewer disciplinary problems. The Missouri Department of Education allows students to hone their skills through drama.



Drama Class

1150L Evaluate Arguments & Claims
Name: _____ Date: _____

Keep Wild Animals Wild



You may have thought having a tiger cub curled up on your lap would be adorable. Perhaps the colorful plumage of a rare rainforest bird is something you'd like to see every day. Watching Netflix with a pet monkey on a Saturday night might sound like fun. It's not too hard to obtain such exotic companions either, though many state and city ordinances prohibit such ownership of wild animals as pets. More than 1,000 internet sites offer to sell these animals to eager buyers, and many sources provide millions of animals to the exotic pet trade every year. So, is getting an exotic pet a good idea? Absolutely not.

Are Exotic Pets Ethical?

Keeping an exotic animal such as a tiger or monkey raises ethical concerns. These animals are ripped from their natural habitats, where they are uniquely adapted to survive. They are sold as if they are products you can long distances from their homes. They are important members of the ecosystem they actually are. The stress and suffering animals intended as exotic pets are subjected to shows zero respect for these innocent creatures. It can also lead to behavioral problems, health issues, and a reduced lifespan. These animal populations can become listed as endangered species as well when humans poach them at alarming rates. The exotic pet trade poses a significant threat to wildlife conservation and shows a lack of appreciation for nature.

Are Exotic Pets Safe?

Public health and safety are at risk when people take on exotic pets. Many of these animals carry diseases that can be passed on to humans and lead to severe illness or even death. These zoonotic diseases, such as salmonellosis and rabies, can cause severe health problems in humans. Exotic animals are also unpredictable and often aggressive. Even when not plucked from their natural habitat and put into captivity, they may instinctively attack. As animals mature, they change, too. That cute, cuddly tiger cub that turns into an enormous feline predator very quickly and attacks the community.

Evaluate Arguments & Claims
Name: _____ Date: _____

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What claim does the author make about caring for exotic animals?

- Exotic animals are as easy to own as domesticated cats and dogs.
- Exotic animals are adaptable to living in people's homes as pets.
- Exotic animals are not easy to care for by the average person.**
- Exotic animals and humans should never be close to each other.

Part B: How does the author support the claim made in Part A?

- by showing a list of daily expenses associated with owning an exotic animal
- by comparing owning an exotic animal to owning a domesticated cat or dog**
- by discussing the need for expert veterinary care when owning an exotic pet
- by including statistics on the number of exotic pets owned by private citizens

How might a reader encounter an argument such as the one presented in this passage? Why do you think it would be a good fit for that location?

might encounter an argument like the one presented in this passage in educational materials, such as textbooks or articles on environmental science, biology, or animal welfare. It would be a good fit for these locations because it provides a comprehensive overview of the ethical, practical, and health issues associated with keeping exotic pets.

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