

Grade 8 Question Stem Bank: Common Core State Standards
Reading Literature (RL) & Reading for Information (RI)

Key Ideas and Details

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 8.1 & RI 8.1 <i>(cite specific evidence when possible)</i> <i>Standard Description Below</i>	Identify explicit information: According to the information in paragraph x (lines x-x), what happened to _____ ...? What was special about _____, how do you know? (choose textual evidence that most strongly supports your answer) Which of the following quotes best describes _____ ...?	Analyze explicit information; making inferences: Which of the following can be reasonably inferred from these two quotes...? Which of the following quotes allows you to infer why the author wrote this piece...? Based on the information in the passage, predict what would happen... (give specific examples to support your reasoning) According to lines (x-x), what can you infer...?	Evaluate explicit information and inferences: Why do you believe _____ (evaluate)...? and choose two quotes from the text as evidence. Is there a better solution to...? Which is more important, logical, valid (cite evidence)...?
RL 8.2 & RI 8.2 <i>(cite specific evidence when possible)</i> <i>Standard Description Below</i>	Identify Theme/Idea: What is the main idea of the passage...? Which of the following quotes from the passage is evidence of the central theme? Summarize the text without judgement. What was the author's main point in paragraph x...?	Analyze Theme/Idea: Which of the following quotes is an example of how the theme recurs (is developed) in the text? Which of the following describes the relationship of the setting (character) to the central theme...? After reading lines (x-x), how does the character (author, narrator) change (develop) his opinion (theme)...? How is __ (theme or idea) like (or unlike) __ ...?	Evaluate Theme/Idea: What are the pros and cons or inconsistencies of the theme/message...?
RL 8.3 & RI 8.3 <i>(cite specific evidence when possible)</i> <i>Standard Description Below</i>	Identify elements Identify the analogy (comparison) used by the author to _____... What was the influence of ___ dialogue on _____...?	Analyze Elements How does this quote from the character change the action (reveal aspects of a character)...? How does _____ response provide a decision in the story...? (use evidence from the story) In lines (x-x) the dialogue helps the reader understand the character (plot, setting) because...?	Evaluate Elements How (evaluate) would the story change in a if _____ character said "xx"...? Which changes in events were most influential...? Was the analogy (comparison) the author provided in paragraph x effective...?

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Craft and Structure

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 8.4 & RI 8.4 <i>Standard Description Below</i>	Identify Word Use: What does the word/phrase _____ mean in this selection? In line xx, what does the word _____ mean...? What is the technical meaning of the word...? (RI)	Analyze Word Use: The connotation of the phrase (word) in lines x-x is best described as...? (RI) How does the author's use of "xxx" impact _____ (tone, etc.)...? According to the passage, a _____ is like a _____ because both...? (RL) Which of the following quotes shows an example of allusion...? (RL) Without changing the meaning of the sentence, which word(s) can be used to replace the underlined word(s) above...?	Evaluate Word Use: Which of the following synonyms is closest to the meaning of the word _____ in line x...? What are the (positive/negative) connotations for the phrase...?
RL 8.5 * & RI 8.5 <i>Standard Description Below</i>	Identify Structure: What elements are the same in the two text structures...? (RL) What is the author's viewpoint on _____ ...?	Analyze Structure: How does the structure of the two texts contribute to each text's style (meaning)...? How does the following sentence from paragraph 4 contribute to the development of _____ (a key concept, meaning, style)...? What is the most likely reason the author decided to organize the paragraph the way she/he did...?	Evaluate Structure: Create an outline of this text and explain the structure. Evaluate how the structure of the text contributes to the development of ideas. (RI)
RL 8.6 & RI 8.6 <i>Standard Description Below</i>	Identify Purpose: Where does the author use dramatic irony...? (use examples) What is the author's viewpoint on _____ topic...?	Analyze Purpose: How does telling the story from _____ Point of View create suspense (humor)...? How does telling the story from _____'s point of view create humorous situations...? What is the most likely reason the author chose to tell the story from _____ point of view...? How does paragraph (x) support the author's position? (RI)	Analyze Purpose: Is the author effective in responding to conflicting viewpoints...? Based on the author's information, what is your opinion on...? Create a character who has an opposing point of view to this character.

* Requires 2 or more texts to compare and contrast

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Integration of Knowledge and Ideas

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 8.7 * & RI 8.7 * <i>Standard Description Below</i>	Identify Media Diversity: Which of the following is difference (similarity) between the written story and the movie (play)...? (RL)	Analyze Media Diversity: Compare and contrast ___ elements from the two versions. Compare the text to the filmed version of the story. To what extent does the ___ version depart from the text/script...?	Evaluate Media Diversity: Evaluate which medium best impacts your understanding of the selected works. What would be an advantage/disadvantage to presenting this material in a different medium. Were the choices to make the ___ version different than the text effective...?
RI 8.8 <i>Standard Description Below</i>	Identify Arguments/Claims: Which of the following claims are used to support the main argument of this passage...? (RI)	Analyze Arguments/Claims: Which of the following claims are not supported by the text...? (RI) Which of the following claims uses valid reasoning...?	Evaluate Arguments/Claims: Which of the following evidence supporting the argument is most relevant...? (RI) Which of the following claims made by the author is (not) supported by evidence...?
RL 8.9 & RI 8.9** <i>Standard Description Below</i>	Identify Elements- Multiple Sources: What topic(s) do both authors address...? (RI) Which of the following quotes describes the key evidence used by the author A to shape his/her presentation? (RI)	Analyze Elements- Multiple Sources: How does the author draw on themes from other stories (myths, traditional stories, religious works)...? How does the author's portrayal of the character compare to historical accounts...? (RL) How do the authors' interpretation of facts differ...? (RI)	Evaluate Elements-Multiple Sources: Was the author's portrayal of the time (place) accurate (evaluate) ...What could the author have done to provide a more accurate portrayal of the time period/place...? (RL)

* Requires using different mediums (e.g., print or digital text, video, multimedia)

**Requires 2 similar passages to assess

Grade 8 Common Core State Standards

Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.1 & CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.8.2 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.

CCSS.ELA-LITERACY.RI.8.2 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.

CCSS.ELA-LITERACY.RL.8.3 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

CCSS.ELA-LITERACY.RI.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

CCSS.ELA-LITERACY.RL.8.4 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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.8.5 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.

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RL.8.6 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.

CCSS.ELA-LITERACY.RI.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.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.8.7 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.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.8 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.

(RL.8.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.8.9 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.

CCSS.ELA-LITERACY.RI.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

CCSS.ELA-LITERACY.RL.8.10 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.

CCSS.ELA-LITERACY.RI.8.10 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.