

Standard ID	Standard Text	Edgenuity Lesson Name
SC.CC.RL.8.	<b>Reading Standards for Literature</b> Key Ideas and Details	
RL.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.	Themes in Poetry: "Harriet Tubman" Direct and Indirect Characterization in <i>The Call of the Wild</i> Bravery and Resistance: <i>The Diary of Anne Frank (play)</i> Setting and Conflict in "The Lottery" Descriptive Detail, Setting, and Theme in <i>My Antonia</i>
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.	Voice and Characters in "Raymond's Run" Theme and Conflict in <i>The Diary of Anne Frank (play)</i> Themes in <i>The Land</i> Chance and Choice: Robert Frost's "The Road Not Taken" The Promise of America: Different Genres' Approach to the Same Topic (poem)
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.	Action and Rhyme in a Poem about a Civil War Hero ("Barbara Freitchie") Conflict and Symbolism in "The Medicine Bag" Perseverance and Rising to the Challenge: <i>The Call of the Wild</i> Dramatic Structure in <i>Monster</i> Suspense in "The Lady, or the Tiger?"

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	Craft and Structure	
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.	<p>Conflict and Symbolism in "The Medicine Bag"            Imagery and Events in <i>The Call of the Wild</i>            Theme and Purpose in Poems Written by Teenage Girls            Comparing and Contrasting in <i>My Antonia</i>            Allusion and Metaphor in "I, too, Sing America" by Langston Hughes</p>
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.	Dramatic Structure in <i>Monster</i>
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.	<p>Direct and Indirect Characterization in <i>The Call of the Wild</i>            Characters in <i>Monster</i>            Character Development and Perspective in "Flowers for Algernon"            Dialogue and Viewpoint in <i>The Land</i>            Character and Perspective in Two Short Stories "An Hour with Abuelo" and "A Smart Cookie".</p>
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.	Suspense in "The Lady, or the Tiger?"
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.	<p>Conflict and Symbolism in "The Medicine Bag"            Suspense in "The Lady, or the Tiger?"</p>

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	Range of Reading and Level of Text Complexity	
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.	
		Action and Rhyme in a Poem about a Female Civil War Hero Perseverance and Rising to the Challenge: The Call of the Wild Bravery and Resistance: The Diary of Anne Frank Identity and Belonging in "Broken Chain" Descriptive Detail, Setting, and Theme in My Antonia
<b>SC.CC.RI.8.</b>	<b>Reading Standards for Informational Text</b> Key Ideas and Details	
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.	
		Introduction to Heroism and American Heroes ( <i>George Washington, Spymaster</i> ) Lives of Commitment: <i>Narrative of the Life of Frederick Douglass</i> Making Inferences in a Text about the Idirarod Viewpoint and Inferences in <i>Anne Frank Remembered</i> Descriptive Word Choice in "Fish Cheeks"
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.	Writing an Objective Summary Themes in <i>The Great Fire</i> Central Ideas in <i>The Building of Manhattan</i> Descriptive Word Choice in "Fish Cheeks" Text Structure in an Informational Text (When Birds Get Flu and Cows Go Mad)

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RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p>Lives of Commitment: <i>Narrative of the Life of Frederick Douglass</i></p> <p><i>We Shall Not Be Moved</i>: Monitoring Comprehension</p> <p>Setting Goals: Evaluating a Speech by Randy Pausch</p> <p>Descriptive Word Choice in “Fish Cheeks”</p> <p>Text Structure in an Informational Text (<i>When Birds Get Flu and Cows Go Mad</i>)</p>
<b>Craft and Structure</b>		
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.	<p>Anne Frank’s <i>The Diary of a Young Girl</i></p> <p>Making Communities Safer: Text Features and Organization in an Informational Text</p> <p>Problem-Solution Structure in an Informational Text</p> <p>Description and Author’s Purpose in <i>Travels With Charley</i></p> <p>Out of Many, One: Rhetoric in “The Gettysburg Address” and “O Captain! My Captain!”</p>
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.	<p>Cause and Effect in <i>The Evolution of Useful Things</i></p> <p>Anne Frank’s <i>The Diary of a Young Girl</i></p> <p>Problem-Solution Structure in an Informational Text</p> <p>Description and Author’s Purpose in <i>Travels With Charley</i></p> <p>Rhetoric in Dr. King’s “The American Dream”</p>

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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.	Elizabeth Cady Stanton’s Early Influences Cause and Effect in <i>Narrative of the Life of Frederick Douglass</i> Viewpoint and Inferences in <i>Anne Frank Remembered</i> Descriptive Word Choice in “Fish Cheeks” Comparing Argument Technique in Two Speeches
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.	Central Ideas in <i>The Building of Manhattan</i> Audio Report <i>Remembering Miep Gies</i> Connecting Multimedia to an Informational Text Evaluating Different Media about Food Safety Emotional Appeal in <i>Years of Dust</i>
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.	Analyzing a Claim in a Text about Edward Jenner The Promise of America: Different Genres’ Approach to the Same Topic Rhetoric in Dr. King’s “The American Dream”
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.	Comparing Argument Techniques in Two Speeches
RI.8.10	Range of Reading and Level of Text Complexity 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.	Cause and Effect in <i>The Great Fire</i> Viewpoint and Inferences in <i>Anne Frank Remembered</i> Descriptive Word Choice in “Fish Cheeks” Text Structure in an Informational Text Connections and Predictions in <i>Woody Guthrie’s Biography</i>

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<b>SC.CC.W.8.</b>	<b>Writing Standards</b>	
	Text Types and Purposes	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Writing a Convincing Argument Writing an Analysis of Literary Themes Writing an Argumentative Essay About Healthcare Structuring an Effective Argument Writing an Argumentative Essay
W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Writing an Argumentative Essay about Healthcare Writing an Argumentative Essay
W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Writing an Analysis of Literary Themes Structuring an Effective Argument Writing an Argumentative Essay
W.8.1.d	Establish and maintain a formal style.	Writing a Convincing Argument Writing an Argumentative Essay
W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	Writing a Convincing Argument Writing an Argumentative Essay
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Writing an Objective Summary Writing an Informative Essay Comparing Two Periods of Time

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W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Writing about Theme in Fiction and Citing Evidence Comparing and Contrasting Careers in Writing Analyze Literary Devices Writing an Informative Essay Comparing Two Periods of Time Writing a Procedure for a Presentation
W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Writing about Theme in Fiction and Citing Evidence Writing an Analysis of Literary Themes Writing an Informative Essay Comparing Two Periods of Time Writing a Procedure for a Presentation
W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing an Analysis of Literary Themes Comparing and Contrasting Careers in Writing Analyze Literary Devices Writing to Analyze Conflict Writing an Informative Essay Comparing Two Periods of Time
W.8.2.e	Establish and maintain a formal style.	Writing about Theme in Fiction and Citing Evidence Writing an Analysis of Literary Themes Writing an Informative Essay Comparing Two Periods of Time
W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing about Theme in Fiction and Citing Evidence Writing an Analysis of Literary Themes Writing an Analysis of Literary Themes Writing to Analyze Conflict Writing an Informative Essay Comparing Two Periods of Time

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W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Writing a Personal Narrative about an Important Person Narrative Writing: Diary Entry Writing Using Descriptive Details and Context
W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Narrative Writing: Diary Entry Writing Using Descriptive Details and Context
W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Writing a Personal Narrative about an Important Person
W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Narrative Writing: Diary Entry Writing Using Descriptive Details and Context
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Writing a Personal Narrative about an Important Person
Production and Distribution of Writing		
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing a Personal Narrative about an Important Person Writing about Theme in Fiction and Citing Evidence Comparing and Contrasting Careers in Writing Creating a Public Service Advertisement Structuring an Effective Argument

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W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Analyzing Language in a Personal Narrative Writing an Analysis of Literary Themes Writing a Convincing Argument Writing an Analysis of Literary Theme Writing an Argumentative Essay About Healthcare
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Creating a Blog
	Research to Build and Present Knowledge	
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Writing an Informative Essay about an Event in History Creating a Text Trailer Creating a Blog Creating a Public Service Advertisement
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Writing an Informative Essay about an Event in History Writing a Convincing Argument Writing an Analysis of Literary Themes Creating a Blog Writing an Argumentative Essay
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “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”).	Writing about Theme in Fiction and Citing Evidence Writing an Analysis of Literary Themes

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W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).	Writing an Objective Summary Analyzing Language in a Personal Narrative
<b>Range of Writing</b>		
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing an Informative Essay about an Event in History Writing about Theme in Fiction and Citing Evidence Comparing and Contrasting Careers in Writing Creating a Blog Creating a Public Service Advertisement
<b>SC.CC.SL.8.</b>	<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration		
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Group Discussion
SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	Group Discussion
SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Group Discussion
		Group Discussion

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SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<p>Audio Report Remembering Miep Gies            Creating a Blog            Connecting Multimedia to an Informational Text            Evaluating Different Media about Food Safety            Creating a Public Service Advertisement</p>
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<p>Group Discussion</p>
<b>Presentation of Knowledge and Ideas</b>		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>Creating a Yearbook Page            Creating a Text Trailer            Creating a Blog            Writing a Procedure for a Presentation            Creating a Public Service Advertisement</p>
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<p>Creating a Yearbook Page            Creating a Text Trailer            Creating a Blog            Creating a Public Service Advertisement            Creating a Multimedia Presentation</p>
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>Creating a Yearbook Page            Creating a Multimedia Presentation</p>
<b>SC.CC.L.8. Language Standards</b>		
Conventions of Standard English		
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<p>Verb Tense and Voice</p>
L.8.1.b	Form and use verbs in the active and passive voice.	<p>Verb Tense and Voice</p>

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L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Verbs and Their Moods
L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.	Verb Tense and Voice Verbs and Their Moods
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Capitalization, Punctuation, and Spelling
L.8.2.b	Use an ellipsis to indicate an omission.	Capitalization, Punctuation, and Spelling
L.8.2.c	Spell correctly.	Capitalization, Punctuation, and Spelling
	Knowledge of Language	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Verb Tense and Voice Verbs and Their Moods
	Vocabulary Acquisition and Use	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Signal Words Connotation and Denotation Figures of Speech
L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Context Clues, Roots, and Affixes
L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Reference Resources
L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Reference Resources

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L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.	Figures of Speech
L.8.5.b	Use the relationship between particular words to better understand each of the words.	Signal Words Connotation and Denotation Figures of Speech
L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Connotation and Denotation
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Connotation and Denotation Signal Words