



English Language Arts 8 Curriculum

Board Approved: 02/19/2026

Course Information

Course Level: Middle School
Duration: Year-long

Course Description:

This 8th-grade ELA course focuses on developing students' abilities to comprehend, analyze, and communicate effectively across various text types and media. Students will learn to draw conclusions and make inferences by citing strong textual evidence from both literary and informational texts. Students will also explore how authors use literary devices, word choice, sentence structure, and overall organization to create meaning and tone. A key component of the course involves developing effective writing skills, including following a writing process to produce clear, coherent, and well-supported arguments and narratives appropriate for different tasks, purposes, and audiences.

Transfer Goals:

- Students will independently analyze and interpret complex texts, drawing insightful conclusions supported by strong textual evidence.
- Students will communicate ideas effectively in both writing and speaking to adapt their style and structure to suit the purpose and audience.
- Students will evaluate the credibility and relevance of sources to conduct focused research and synthesize information clearly and accurately.
- Students will collaborate respectfully and thoughtfully in discussions, engaging with diverse perspectives and contributing to shared understanding.

Curriculum Standards: [DESE English Language Arts Missouri Learning Standards](#)

Curriculum Resource(s): *myPerspectives English Language Arts Grade 8 - Savvas (2025)*

priority standards indicated in **bold*

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Family Notification Procedures

Grades 6-12

Whole Class Books

- Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.
- If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.

Library Books

- Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.
- [How Parents/Guardians Can Monitor Student Book Selections](#)

Open Choice Books

- When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.
- For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.

priority standards indicated in **bold*

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Unit 1: Reading Between the Lines (Literary Analysis)

Timeframe: 6-8 weeks

Unit Description: In this unit, students learn to analyze how literary devices are employed to develop the setting, reveal character, advance the plot, and contribute to meaning. Learners will also identify central ideas and themes by carefully examining explicit text and developing well-supported inferences. To solidify their understanding, students will analyze multiple texts, create a well-supported claim around a specific topic, provide strong textual evidence, and substantiate their claim in a literary analysis. Throughout the unit, they will practice citing the strongest textual evidence to validate their interpretations.

Enduring Understandings:

- Skilled readers and viewers understand that meaning is constructed through a careful analysis of both explicit and implicit information, supported by strong evidence.
- To effectively analyze and interpret a text, one must consistently and accurately cite the most compelling textual and visual evidence to support all conclusions and inferences.
- Effective communication requires purposeful organization, precise language, and thoughtful consideration of audience and purpose.
- The ability to draw sound conclusions and make valid inferences from various forms of text is fundamental to critical thinking.

Essential Questions:

- How does carefully examining what a text says help me understand what it means?
- What is the difference between what a text says and what it suggests, and how does one prove both?
- How do writers determine which pieces of textual evidence are the strongest and most relevant to support their analysis and conclusions?
- Why is it important to organize ideas clearly and choose words carefully when communicating?
- How does writing communicate a message to an audience?

Unit 1 Standards

| STANDARD CODE | STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND: |
|---------------------------------|--|
| <u>8.RI.1.A</u> | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can cite textual evidence that most strongly supports what the text says explicitly, as well as inferences drawn from the text. |
| <u>8.RL.1.A</u> | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can cite textual evidence that most strongly supports what the text says explicitly, as well as inferences drawn from the text. |
| <u>8.W.3.A</u> | <ul style="list-style-type: none"> • I can organize content by introducing the topic. • I can maintain a clear focus. |

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| | <ul style="list-style-type: none"> ● I can provide a conclusion that follows the text. ● I can add or delete content to achieve the text’s purpose. ● I can change the organization of the text to fit the text’s purpose. ● I can choose precise language. ● I can make appropriate choices for style, task, and audience. ● I can use transitions to clarify, connect, and signal time shifts. |
| 8.RL.1.B | <ul style="list-style-type: none"> ● I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the figurative meanings of words and phrases, using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases, using context, affixes, or reference materials. |
| 8.RL.1.D | <ul style="list-style-type: none"> ● I can determine the theme(s) of a text. ● I can analyze theme development over the course of a text. ● I can provide an objective summary of a text. |
| 8.RL.2A 8.RI.2.A | <ul style="list-style-type: none"> ● I can analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning. |
| 8.RL.2.C | <ul style="list-style-type: none"> ● I can analyze how specific word choices contribute to meaning in a text. ● I can analyze how specific word choices contribute to tone in a text. ● I can analyze how sentence structures contribute to meaning in a text. ● I can analyze how sentence structures contribute to tone in a text. |
| 8.RL.2.B | <ul style="list-style-type: none"> ● I can analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text. |
| 8.RI.1.B | <ul style="list-style-type: none"> ● I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the figurative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the content-specific meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. |
| 8.RI.1.D | <ul style="list-style-type: none"> ● I can explain the central/main idea(s) of a text. ● I can analyze the central/main idea(s) development over the course of a text. ● I can provide an objective summary of a text. |
| 8.RI.2.B | <ul style="list-style-type: none"> ● I can analyze how the author acknowledges conflicting evidence in a text. ● I can analyze how the author acknowledges conflicting points of view (perspectives) in a text. ● I can analyze how the author responds to conflicting evidence in a text. ● I can analyze how the author responds to conflicting points of view (perspectives) in a text. |
| 8.RI.2.C | <ul style="list-style-type: none"> ● I can analyze how word choice contributes to meaning in a text. ● I can analyze how word choice contributes to tone in a text. ● I can analyze how a text’s organization contributes to meaning in the text. |

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| | <ul style="list-style-type: none"> ● I can analyze how a text’s overall structure contributes to meaning in the text. |
| 8.W.1.A | <ul style="list-style-type: none"> ● I can conduct research to answer questions, including self-generated questions. ● I can gather relevant and credible print and digital sources. ● I can use search terms effectively in order to gather relevant information. ● I can integrate information using a standard citation system. ● I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● I can follow a standard format for citation. |
| 8.SL.1.B/C | <ul style="list-style-type: none"> ● I can delineate the speaker’s argument and claims. ● I can evaluate the reasoning of the speaker. ● I can pose and respond to specific questions with elaboration and detail. ● I can make comments that contribute to the topic, text, or issue under discussion. ● I can acknowledge new information expressed by others. ● I can qualify or justify my own views in light of evidence presented from others’ viewpoints. |
| 8.SL.1.A | <ul style="list-style-type: none"> ● I can follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| 8.SL.2.A | <ul style="list-style-type: none"> ● I can speak clearly, audibly, and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting, including appropriate volume. |

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Unit 2: Taking a Stand (Argumentative)

Timeframe: 6-8 weeks

Unit Description: In this unit, students develop the capacity to engage insightfully with a diverse array of texts, with an emphasis on argumentative reasoning. Students will learn to dissect arguments, identify authorial intent, and draw insightful conclusions through the evaluation of evidence. They will refine their skills in critical analysis, distinguishing between objective and subjective texts while determining the author’s perspective. Furthermore, this unit will equip students to communicate their understanding effectively, crafting their well-supported arguments and counter-arguments while navigating sophisticated textual interpretation across various media.

Enduring Understandings:

- The ability to explicitly state what a text says and to draw valid inferences is fundamentally dependent on the skillful selection and citation of supporting details.
- Meaning is constructed through understanding directly stated information, inferred meaning, and visual elements.
- Purpose, audience, and task drive effective communication. Crafting clear, coherent, and impactful written responses requires intentional choices about organization, language, and style to achieve a desired effect.
- Identifying and analyzing central ideas is crucial for understanding a text's core message.

Essential Questions:

- What makes certain textual evidence stronger than other evidence when supporting an analysis or inference?
- How do readers move beyond surface-level comprehension to draw meaningful conclusions?
- Why is careful organization critical for effective written communication?
- How do writers make choices about language, style, and structure to achieve a specific purpose and connect with their audience?
- How do transitions guide a reader through complex ideas and time shifts?
- What strategies help us identify the central idea(s) of any given text?
- How do authors develop and reinforce their main ideas throughout a text?

| Unit 2 Standards | |
|--------------------------|---|
| STANDARD CODE | STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND: |
| 8.RI.1.A | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text. |
| 8.RL.1.A | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. |

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| | <ul style="list-style-type: none"> ● I can cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text. |
| 8.W.3.A | <ul style="list-style-type: none"> ● I can organize content by introducing the topic. ● I can maintain a clear focus. ● I can provide a conclusion that follows the text. ● I can add or delete content to achieve the text's purpose. ● I can change the organization of the text to fit the text's purpose. ● I can choose precise language. ● I can make appropriate choices for style, task, and audience. ● I can use transitions to clarify, connect, and signal time shifts. |
| 8.RI.1.D | <ul style="list-style-type: none"> ● I can explain the central/main idea(s) of a text. ● I can analyze the central/main idea(s) development over the course of a text. ● I can provide an objective summary of a text. |
| 8.RL.1.D | <ul style="list-style-type: none"> ● I can determine the theme(s) of a text. ● I can analyze theme development over the course of a text. ● I can provide an objective summary of a text. |
| 8.RL.1.B | <ul style="list-style-type: none"> ● I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the figurative meanings of words and phrases, using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases, using context, affixes, or reference materials. |
| 8.RL.2A 8.RI.2.A | <ul style="list-style-type: none"> ● I can analyze how an author's choice concerning a text's organization or overall structure contributes to meaning. |
| 8.RI.2.C | <ul style="list-style-type: none"> ● I can analyze how word choice contributes to meaning in a text. ● I can analyze how word choice contributes to tone in a text. ● I can analyze how a text's organization contributes to meaning in the text. ● I can analyze how a text's overall structure contributes to meaning in the text. |
| 8.RL.3.C 8.RI.3.C | <ul style="list-style-type: none"> ● I can explain how themes reflect historical and/or cultural contexts. |
| 8.RI.1.B | <ul style="list-style-type: none"> ● I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the figurative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the content-specific meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. |
| 8.RI.2.B | <ul style="list-style-type: none"> ● I can analyze how the author acknowledges conflicting evidence in a text. ● I can analyze how the author acknowledges conflicting points of view (perspective) in a text. ● I can analyze how the author responds to conflicting evidence in a text. |

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| | <ul style="list-style-type: none"> ● I can analyze how the author responds to conflicting points of view (perspective) in a text. |
| 8.RI.2.D | <ul style="list-style-type: none"> ● I can evaluate (check) the author's argument by assessing (judging) if the reasoning (their logic or how they think) is sound (makes sense and is strong). ● I can evaluate the author's argument by assessing (checking) if the evidence (facts, details, or examples) is relevant (actually connected to the point) and sufficient (if there's enough evidence to prove the point). ● I can recognize (spot) when the author includes irrelevant evidence (facts or details that have nothing to do with the main argument) in a text. |
| 8.RI.3.A | <ul style="list-style-type: none"> ● I can compare and contrast information presented in different media and analyze how the techniques unique to each medium contribute to meaning. |
| 8.RI.3.B | <ul style="list-style-type: none"> ● I can analyze two or more texts that provide conflicting information on the same topic. ● I can identify where two or more texts disagree on a matter of fact or interpretation. ● I can compare and contrast information presented in different media. ● I can analyze how the techniques unique to each medium contribute to meaning. |
| 8.W.1.A | <ul style="list-style-type: none"> ● I can conduct research to answer questions, including self-generated questions. ● I can gather relevant and credible print and digital sources. ● I can use search terms effectively in order to gather relevant information. ● I can integrate information using a standard citation system. ● I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● I can follow a standard format for citation. |
| 8.SL.1.A | <ul style="list-style-type: none"> ● I can follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| 8.SL.1.B/C | <ul style="list-style-type: none"> ● I can delineate the speaker's argument and claims. ● I can evaluate the reasoning of the speaker. ● I can pose and respond to specific questions with elaboration and detail. ● I can make comments that contribute to the topic, text, or issue under discussion. ● I can acknowledge new information expressed by others. ● I can qualify or justify my own views in light of evidence presented from others' viewpoints. |
| 8.SL.2.A | <ul style="list-style-type: none"> ● I can speak clearly, audibly, and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting, including appropriate volume. |

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Unit 3: Beyond the Words (Narrative)

Timeframe: 6-8 weeks

Unit Description: In this unit, students learn through the process of developing engaging and coherent narratives. Through the close reading and analysis of various texts, students will investigate how authors use literary devices to build vivid settings, develop complex characters, advance compelling plots, and convey deeper meaning. Students will apply these insights to their writing, focusing on the entire writing process from generating ideas and structuring events to choosing precise language and employing effective narrative techniques. The unit culminates in students composing an original narrative that demonstrates a clear point of view, well-developed characters, a logical sequence of events, and a strong command of stylistic choices and conventions.

Enduring Understandings:

- Effective narratives are purposefully constructed; authors make deliberate choices about literary devices, structure, and language to create a specific impact on the reader.
- Story elements work in concert; setting, character, and plot are interconnected and essential components that collectively contribute to the overall meaning and experience of a narrative.
- Voice and style shape meaning; a writer's unique voice, precise word choice, and varied sentence structures are crucial tools for conveying tone, engaging the audience, and enhancing the narrative's impact.
- Narrative writing is a process of refinement; crafting a compelling story involves iterative steps of planning, drafting, revising, and editing to ensure clarity, coherence, and adherence to purpose and audience.

Essential Questions:

- What makes a story compelling and memorable?
- How do writers use specific literary techniques to bring characters, settings, and plots to life?
- How does a writer's choice of words and sentence structures influence the reader's experience and understanding of a story?
- What steps can writers take to ensure their narrative effectively communicates their intended story and engages the audience?

Unit 3 Standards

| STANDARD CODE | STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND: |
|-----------------|---|
| 8.RI.1.A | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text. |
| 8.RL.1.A | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. |

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| | <ul style="list-style-type: none"> ● I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. ● I can cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text. |
| 8.W.3.A | <ul style="list-style-type: none"> ● I can organize content by introducing the topic. ● I can maintain a clear focus. ● I can provide a conclusion that follows the text. ● I can add or delete content to achieve the text’s purpose. ● I can change the organization of the text to fit the text’s purpose. ● I can choose precise language. ● I can make appropriate choices for style, task, and audience. ● I can use transitions to clarify, connect, and signal time shifts. |
| 8.RL.1.D | <ul style="list-style-type: none"> ● I can determine the theme(s) of a text. ● I can analyze theme development over the course of a text. ● I can provide an objective summary of a text. |
| 8.RI.1.D | <ul style="list-style-type: none"> ● I can explain the central/main idea(s) of a text. ● I can analyze the central/main idea(s) development over the course of a text. ● I can provide an objective summary of a text. |
| 8.W.1.A | <ul style="list-style-type: none"> ● I can conduct research to answer questions, including self-generated questions. ● I can gather relevant and credible print and digital sources. ● I can use search terms effectively in order to gather relevant information. ● I can integrate information using a standard citation system. ● I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● I can follow a standard format for citation. |
| 8.RL.1.B | <ul style="list-style-type: none"> ● I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the figurative meanings of words and phrases, using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases, using context, affixes, or reference materials. |
| 8.RL.2A 8.RI.2.A | <ul style="list-style-type: none"> ● I can analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning. |
| 8.RL.2.B | <ul style="list-style-type: none"> ● I can analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text. |
| 8.RL.2.C | <ul style="list-style-type: none"> ● I can analyze how specific word choices contribute to meaning in a text. ● I can analyze how specific word choices contribute to tone in a text. ● I can analyze how sentence structures contribute to meaning in a text. ● I can analyze how sentence structures contribute to tone in a text. |
| 8.RL.2.D | <ul style="list-style-type: none"> ● I can analyze how literary devices are used to develop setting in a text. ● I can analyze how literary devices are used to reveal character in a text. ● I can analyze how literary devices are used to advance the plot in a text. |

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Unit 4: Ideas That Matter (Expository)

Timeframe: 6-8 weeks

Unit Description: In this unit, students develop the ability to deeply understand and effectively explain a topic. Students will identify and analyze central ideas in a text, trace their development throughout, and provide objective summaries. A core focus will be on drawing sound conclusions and making well-supported inferences by citing the strongest textual evidence. To prepare for their expository writing, students will hone their research skills, learn to conduct inquiries, gather relevant and credible print and digital sources, and use effective search terms.

Enduring Understandings:

- Informational meaning is derived from evidence; a thorough understanding of informational texts comes from carefully analyzing both what is explicitly stated and what can be logically inferred, always supported by strong textual evidence.
- Effective expository writing is clear and purposeful; well-crafted expository essays require a clear central idea, logical organization, precise language, and a deliberate consideration of audience and purpose to effectively inform and explain.
- Credible research underpins strong explanations; the ability to conduct effective research, identify reliable sources, and extract relevant information is fundamental to producing well-supported and accurate expository writing.
- Summarizing and analyzing central ideas are foundational skills; comprehending and objectively summarizing the main points of a text, and then analyzing how those ideas are developed, are crucial steps in building a deeper understanding and preparing to explain complex topics.

Essential Questions:

- How can readers identify the most important information and central ideas in a text?
- How can evidence from a text be used to clearly explain and support an understanding of a topic?
- What strategies help writers organize ideas and choose words to effectively inform an audience?
- How can reliable information be found and evaluated to strengthen explanations and arguments?

Unit 4 Standards

| STANDARD CODE | STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND: |
|---------------------------------|---|
| <u>8.RI.1.A</u> | <ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. |

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| | <ul style="list-style-type: none"> ● I can cite textual evidence that most strongly supports what the text says explicitly, as well as inferences drawn from the text. |
| 8.RL.1.A | <ul style="list-style-type: none"> ● I can draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. ● I can make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. ● I can cite textual evidence that most strongly supports what the text says explicitly, as well as inferences drawn from the text. |
| 8.W.3.A | <ul style="list-style-type: none"> ● I can organize content by introducing the topic. ● I can maintain a clear focus. ● I can provide a conclusion that follows the text. ● I can add or delete content to achieve the text's purpose. ● I can change the organization of the text to fit the text's purpose. ● I can choose precise language. ● I can make appropriate choices for style, task, and audience. ● I can use transitions to clarify, connect, and signal time shifts. |
| 8.RI.1.D | <ul style="list-style-type: none"> ● I can explain the central/main idea(s) of a text. ● I can analyze the central/main idea(s) development over the course of a text. ● I can provide an objective summary of a text. |
| 8.RI.2.D | <ul style="list-style-type: none"> ● I can evaluate (check) the author's argument by assessing (judging) if the reasoning (their logic or how they think) is sound (makes sense and is strong). ● I can evaluate the author's argument by assessing (checking) if the evidence (facts, details, or examples) is relevant (actually connected to the point) and sufficient (if there's enough evidence to prove the point). ● I can recognize (spot) when the author includes irrelevant evidence (facts or details that have nothing to do with the main argument) in a text. |
| 8.W.1.A | <ul style="list-style-type: none"> ● I can conduct research to answer questions, including self-generated questions. ● I can gather relevant and credible print and digital sources. ● I can use search terms effectively in order to gather relevant information. ● I can integrate information using a standard citation system. ● I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● I can follow a standard format for citation. |
| 8.RL.1.B | <ul style="list-style-type: none"> ● I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. ● I can determine the figurative meanings of words and phrases, using context, affixes, or reference materials. ● I can determine the connotative meanings of words and phrases, using context, affixes, or reference materials. |
| 8.RL.1.D | <ul style="list-style-type: none"> ● I can determine the theme(s) of a text. ● I can analyze theme development over the course of a text. ● I can provide an objective summary of a text. |

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| 8.RL.2A 8.RI.2.A | <ul style="list-style-type: none"> I can analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning. |
| 8.RL.2.B | <ul style="list-style-type: none"> I can analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text. |
| 8.RI.2.C | <ul style="list-style-type: none"> I can analyze how word choice contributes to meaning in a text. I can analyze how word choice contributes to tone in a text. I can analyze how a text’s organization contributes to meaning in the text. I can analyze how a text’s overall structure contributes to meaning in the text. |
| 8.RL.2.D | <ul style="list-style-type: none"> I can analyze how literary devices are used to develop setting in a text. I can analyze how literary devices are used to reveal character in a text. I can analyze how literary devices are used to advance the plot in a text. I can analyze how literary devices are used to contribute to meaning in a text. |
| 8.RL.3.A | <ul style="list-style-type: none"> I can 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. |
| 8.RL.3.B | <ul style="list-style-type: none"> I can explain how contemporary texts make use of archetypal characters from older or traditional texts. I can explain how contemporary texts make use of universal themes from older or traditional texts. |
| 8.RL.3.C 8.RI.3.C | <ul style="list-style-type: none"> I can explain how themes reflect historical and/or cultural contexts. |
| 8.RI.1.B | <ul style="list-style-type: none"> I can determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. I can determine the figurative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. I can determine the connotative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. I can determine the content-specific meanings of words and phrases as they are used in the text, using context, affixes, or reference materials. |
| 8.RI.3.A | <ul style="list-style-type: none"> I can compare and contrast information presented in different media and analyze how the techniques unique to each medium contribute to meaning. |
| 8.RI.3.B | <ul style="list-style-type: none"> I can analyze two or more texts that provide conflicting information on the same topic. I can identify where two or more texts disagree on a matter of fact or interpretation. I can compare and contrast information presented in different media. I can analyze how the techniques unique to each medium contribute to meaning. |
| 8.W.2.A | <ul style="list-style-type: none"> I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. |

priority standards indicated in **bold*

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| 8.SL.1.A | <ul style="list-style-type: none"> ● I can follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| 8.SL.1.B/C | <ul style="list-style-type: none"> ● I can delineate the speaker’s argument and claims. ● I can evaluate the reasoning of the speaker. ● I can pose and respond to specific questions with elaboration and detail. ● I can make comments that contribute to the topic, text, or issue under discussion. ● I can acknowledge new information expressed by others. ● I can qualify or justify my own views in light of evidence presented from others’ viewpoints. |
| 8.SL.2.A | <ul style="list-style-type: none"> ● I can speak clearly, audibly, and to the point, using conventions of language as appropriate to the task, purpose, and audience when presenting, including appropriate volume. |
| 8.SL.2.C | <ul style="list-style-type: none"> ● I can plan and deliver appropriate presentations based on the task, audience, and purpose, integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest. |

priority standards indicated in **bold*

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