



Honors English Language Arts 8 Curriculum

Board Approved: 02/19/2026

Course Information

Course Level: Middle School
Duration: Year-long

Course Description:

This year-long honors English Language Arts course immerses students in advanced study of complex literary and informational texts from a wide range of genres, periods, and perspectives. Students move beyond basic comprehension to analyze authors' choices, trace nuanced themes, synthesize ideas across works, and apply their skills in new contexts. Through close reading, inquiry-driven discussions, and analysis of multiple sources, students learn to evaluate competing claims, assess credibility, and critique structural and rhetorical techniques. Writing experiences strengthen their ability to craft clear arguments, develop detailed narratives, and produce well-researched expository pieces that integrate evidence effectively. Throughout the year, students are expected to take increasing ownership of their learning by managing long-term projects, engaging in independent reading and research, and refining their work through reflection, revision, and goal setting. By the end of the course, learners will demonstrate the depth of thinking and independence characteristic of honors-level work and will be well prepared for advanced high school English pathways. Overall, the course provides enriched academic preparation that supports college and career readiness, though it is not a prerequisite for Pre-AP or AP coursework.

Transfer Goals:

- Students will independently analyze and interpret complex literary and informational texts, identifying themes, authors' choices, and rhetorical strategies to construct insightful, evidence-based interpretations across diverse contexts.
- Students will effectively communicate original ideas, arguments, and narratives through writing and academic discourse, adapting structure, language, and tone to suit a wide range of audiences, purposes, and genres.
- Students will critically evaluate the credibility, relevance, and bias of sources across media, synthesizing information to craft well-supported arguments and clear explanations in both written and oral formats.
- Students will collaborate effectively in discussions and presentations, demonstrating active listening, respectful engagement with diverse viewpoints, and the ability to contribute thoughtful, evidence-driven insights.

priority standards indicated in **bold*

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

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

Family Notification Procedures

Grades 6-8

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: This unit challenges students to engage in sophisticated literary analysis by examining how authors strategically employ literary devices to develop setting, character, and plot; and to shape tone, convey themes, and reflect cultural or historical contexts. Honors students will analyze and compare complex texts, including those by diverse authors and from different periods, to explore how meaning is constructed and layered. They will formulate insightful claims supported by relevant textual evidence and engage in advanced literary discourse through writing and discussion. Emphasis will be placed on analyzing literary elements and the author’s purpose to produce a thesis-driven literary analysis.

Enduring Understandings:

- Critical reading of complex texts uncovers layers of meaning by revealing how authors use structure, language, and literary techniques to convey intent and develop themes.
- Advanced readers move beyond surface-level comprehension by distinguishing between literal, implied, and subtextual meanings, and they support their interpretations with relevant textual evidence.
- Sophisticated analysis requires the ability to evaluate, prioritize, and synthesize multiple pieces of textual evidence to construct logical, nuanced, and compelling arguments.
- Writers achieve purpose and engage readers by continuously refining their voice, style, and structure to suit audience expectations and rhetorical goals.

Essential Questions:

- How does a critical reading of complex texts reveal deeper layers of meaning, including an author’s purpose and thematic development?
- How can a reader distinguish between literal meaning, implied meaning, and subtext within a text?
- How does a writer evaluate and prioritize multiple pieces of evidence to construct the most sophisticated literary analysis?
- How can purposeful structure, diction, and rhetorical strategy enhance the clarity, precision, and impact of a writer’s message?
- How does a writer adapt and refine their work to effectively engage a specific audience and achieve a clear rhetorical purpose?

Unit 1 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.

**priority standards indicated in bold*

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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.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.

**priority standards indicated in bold*

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	<ul style="list-style-type: none"> ● 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.
<u>8.RI.2.C</u>	<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.
<u>8.W.1.A</u>	<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.
<u>8.SL.1.B/C</u>	<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.
<u>8.SL.1.A</u>	<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.
<u>8.SL.2.A</u>	<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, honors students will deepen their capacity for critical engagement with a wide range of complex texts, focusing on advanced argumentative reasoning and rhetorical analysis. Students will dissect the structure and effectiveness of arguments and evaluate the rhetorical strategies authors use to persuade audiences. Emphasis will be placed on analyzing tone, credibility of evidence, and the importance of logic and emotion in persuasive texts. Through rigorous reading, discussion, and writing, students will craft nuanced arguments and counterarguments, integrating multiple sources, anticipating opposing viewpoints, and writing with elevated diction and style.

Enduring Understandings:

- Skilled readers critically evaluate how authors construct arguments using logic, emotion, tone, and rhetorical strategies to influence and persuade specific audiences.
- Effective argumentation requires critical analysis of rhetorical strategies, tone, and evidence, as well as the ability to craft well-reasoned, audience-aware arguments that respond thoughtfully to opposing viewpoints.
- Credible and persuasive arguments are grounded in the strategic selection, synthesis, and citation of multiple reliable sources.
- Purposeful use of language, tone, and rhetorical techniques enhances clarity, persuasiveness, and the overall impact of an argument.

Essential Questions:

- How do authors use rhetorical strategies and tone to shape arguments and influence audiences?
- How does a writer analyze and apply rhetorical strategies, tone, and evidence to construct a compelling and credible argument?
- How does a writer evaluate the credibility and effectiveness of evidence across multiple sources?
- How do writers use diction, structure, and rhetorical techniques to strengthen their arguments and anticipate opposing viewpoints?

Unit 2 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.

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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.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.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.

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	<ul style="list-style-type: none"> ● 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. ● 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 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.RI.3.A	<ul style="list-style-type: none"> ● I can compare and contrast information presented in different mediums 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 mediums. ● 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: This unit challenges students to craft sophisticated, purposeful narratives by engaging in advanced literary analysis and writing. Through close reading of complex texts, students will examine how authors use structure, perspective, tone, and literary devices to create settings, characters, and themes. Honors students will analyze how narrative choices shape the reader's experience and communicate deeper meaning, including subtext and symbolism. They will apply these techniques to their writing, refining their work through drafting, peer critique, and targeted revision. The unit culminates in an original narrative that reflects a deliberate narrative voice, nuanced character development, sophisticated plot structure, and precise stylistic control, demonstrating a mature understanding of storytelling as both art and communication.

Enduring Understandings:

- Well-written narratives are the result of intentional author choices.
- Writers intentionally manipulate literary devices, structure, and language to shape meaning, elicit emotion, and provoke thought.
- Narratives achieve depth and cohesion when story elements interact to reinforce central ideas and reflect the human experience.
- A writer's voice and stylistic precision are powerful tools that shape tone, build authenticity, and deepen the reader's engagement with the narrative's message and mood.
- Writers refine ideas through purposeful planning, revision, and critical feedback to produce polished stories.

Essential Questions:

- What makes a story compelling and memorable to readers?
- How do writers use specific literary techniques to bring characters, settings, and plots to life?
- In what ways do deliberate choices in diction, syntax, and voice shape a reader's interpretation, emotional engagement, and understanding of a story's themes?
- How can a writer strategically plan, craft, and refine a narrative to effectively communicate intended meaning and engage the audience?

Unit 3 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.

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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.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. ● I can analyze how literary devices are used to contribute to meaning in a text.

**priority standards indicated in bold*

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Unit 4: Ideas That Matter (Expository)

Timeframe: 6-8 weeks

Unit Description: In this unit, students will engage in advanced analytical thinking, precise communication, and purposeful research. Honors students will critically examine complex texts to identify and evaluate central ideas, trace their development, and produce sophisticated, objective summaries that reflect deep understanding. Emphasis will be placed on synthesizing information, insightful conclusions, and making well-supported inferences using the most relevant textual evidence. To prepare for elevated expository writing, students will engage in research by developing inquiry questions and critically evaluating the credibility and relevance of sources. Students will be expected to integrate and cite information with accuracy and clarity.

Enduring Understandings:

- Deep understanding of informational texts begins with the ability to identify and evaluate central ideas and key details, distinguishing them from less relevant information.
- Clear and insightful explanations rely on the strategic selection and integration of strong textual evidence to support analysis and interpretation.
- Effective expository communication requires purposeful organization, precise language, and deliberate choices tailored to the audience and purpose.
- Strong explanatory writing is grounded in the ability to conduct targeted research, assess the reliability and bias of sources, and synthesize information from multiple credible texts.

Essential Questions:

- How does a reader identify and evaluate the most important ideas and key details in an informational text while filtering out less relevant information?
- How can a writer choose and integrate the strongest evidence to support analysis and enhance the clarity of an explanation?
- What organizational structures and language choices help a writer effectively communicate complex ideas to a specific audience and for a specific purpose?
- How does a researcher conduct focused inquiry, evaluate the credibility and bias of sources, and synthesize information to create accurate and insightful explanations?

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. • 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.

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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.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.
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.

**priority standards indicated in bold*

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	<ul style="list-style-type: none"> ● 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 the 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 mediums 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 mediums. ● 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.
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.

**priority standards indicated in bold*

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	<ul style="list-style-type: none"> ● 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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