Common Core Skill Alignment

IXL

8TH GRADE: LANGUAGE

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

> **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- [ ] **M.2** Create varied sentences based on models
- [ ] **O.1** Use parallel structure
- [ ] **Z.5** Is it a complete sentence or a fragment?
- [ ] **Z.6** Is it a complete sentence or a run-on?
- [ ] **Z.7** Is it a complete sentence, a fragment, or a run-on?
- [ ] **AA.5** Combine sentences using relative clauses
- [ ] **CC.1** Identify pronouns and their antecedents
- [ ] **CC.2** Use the pronoun that agrees with the antecedent
- [ ] **CC.3** Correct inappropriate shifts in pronoun number and person
- [ ] **CC.4** Identify vague pronoun references
- [ ] **CC.5** Identify all of the possible antecedents
- [ ] **DD.5** Use reflexive pronouns
- [ ] **DD.7** Use relative pronouns: who and whom
- [ ] **DD.8** Use relative pronouns: who, whom, whose, which, and that
- [ ] **FF.1** Correct errors with subject-verb agreement
- [ ] **FF.2** Correct errors with indefinite pronoun-verb agreement
- [ ] **FF.3** Use the correct verb – with compound subjects
- [ ] **GG.3** Identify and correct inappropriate shifts in verb tense
- [ ] **GG.4** Form the progressive verb tenses
- [ ] **GG.5** Form the perfect verb tenses
- [ ] **HH.2** Order adjectives

☐ **HH.4** Choose between adjectives and adverbs

☐ **HH.5** Is the word an adjective or adverb?

☐ **HH.6** Form and use comparative and superlative adjectives

☐ **HH.7** Good, better, best, bad, worse, and worst

☐ **HH.8** Form and use comparative and superlative adverbs

☐ **HH.9** Well, better, best, badly, worse, and worst

☐ **KK.1** Use the correct pair of correlative conjunctions

☐ **LL.1** Misplaced modifiers with pictures

☐ **LL.2** Select the misplaced or dangling modifier

☐ **LL.3** Are the modifiers used correctly?

L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

☐ **GG.6** Identify participles and what they modify

☐ **GG.7** Identify gerunds and their functions

☐ **GG.8** Identify infinitives and infinitive phrases

L.8.1.b Form and use verbs in the active and passive voice.

☐ **N.1** Identify active and passive voice

☐ **N.2** Rewrite the sentence in active voice

L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

☐ **Z.1** Is the sentence declarative, interrogative, imperative, or exclamatory?

☐ **GG.1** Irregular past tense: review

☐ **GG.2** Simple past, present, and future tense: review

L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.

☐ **N.1** Identify active and passive voice

- [ ] **N.2** Rewrite the sentence in active voice
- [ ] **GG.3** Identify and correct inappropriate shifts in verb tense

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- [ ] **O.5** Correct errors with signs
- [ ] **O.6** Correct errors in everyday use
- [ ] **O.7** Suggest appropriate revisions
- [ ] **MM.1** What does the punctuation suggest?
- [ ] **MM.2** Commas with nonrestrictive elements
- [ ] **NN.1** Commas with series, dates, and places
- [ ] **NN.5** Commas: review
- [ ] **OO.1** Use semicolons and commas to separate clauses
- [ ] **OO.2** Use semicolons, colons, and commas with lists
- [ ] **PP.2** Use hyphens in compound adjectives
- [ ] **QQ.1** Correct capitalization errors
- [ ] **QQ.2** Capitalizing titles
- [ ] **RR.1** Formatting titles
- [ ] **RR.2** Formatting and capitalizing titles: review
- [ ] **RR.3** Formatting street addresses
- [ ] **RR.4** Formatting quotations and dialogue

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

- [ ] **NN.2** Commas with compound and complex sentences
- [ ] **NN.3** Commas with direct addresses, introductory words, interjections, and interrupters
- [ ] **NN.4** Commas with coordinate adjectives
- [ ] **PP.1** Use dashes

L.8.2.b Use an ellipsis to indicate an omission.

- [ ] **PP.3** Decide whether ellipses are used appropriately

L.8.2.c Spell correctly.

- [ ] **O.3** Use the correct frequently confused word
- [ ] **O.4** Correct errors with frequently confused words
- [ ] **U.1** Use the correct homophone
- [ ] **Y.2** Use guide words
- [ ] **BB.1** Form and use plurals: review
- [ ] **BB.4** Form the singular or plural possessive
- [ ] **BB.5** Identify and correct errors with plural and possessive nouns
- [ ] **BB.6** Identify and correct errors with compound and joint possession
- [ ] **GG.1** Irregular past tense: review
- [ ] **HH.6** Form and use comparative and superlative adjectives
- [ ] **HH.8** Form and use comparative and superlative adverbs

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- [ ] **C.2** Which sentence is more formal?
- [ ] **C.3** Compare passages for tone
- [ ] **O.2** Remove redundant words or phrases
- [ ] **S.1** Choose the synonym
- [ ] **S.2** Choose the antonym
- [ ] **T.1** Describe the difference between related words

| | **T.2** Positive and negative connotation |

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).

| | **N.1** Identify active and passive voice |
| | **N.2** Rewrite the sentence in active voice |

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

	E.3 Interpret the meaning of allusions
	E.5 Interpret figures of speech
	G.2 Vocabulary review: Read and understand informational passages
	U.2 Which definition matches the sentence?
	U.3 Which sentence matches the definition?
	W.1 Find words using context
	W.2 Determine the meaning of words using synonyms in context
	W.3 Determine the meaning of words using antonyms in context
	W.4 Use context to identify the meaning of a word
	X.1 Determine the meaning of domain-specific words with pictures

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).

	Q.1 Words with pre-
	Q.2 Words with re-
	Q.3 Words with sub-
	Q.4 Words with mis-
	Q.5 Words with un-, dis-, in-, im-, and non-
	Q.6 Words with -ful
	Q.7 Words with -less
	Q.8 Words with -able and -ible
	R.1 Use Greek and Latin roots as clues to the meanings of words
	R.2 Use words as clues to the meanings of Greek and Latin roots
	R.3 Determine the meanings of Greek and Latin roots
	R.4 Determine the meanings of words with Greek and Latin roots

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.

	Y.2 Use guide words
	Y.3 Use dictionary entries
	Y.4 Use dictionary definitions
	Y.5 Use thesaurus entries

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

	E.3 Interpret the meaning of allusions
	E.5 Interpret figures of speech

☐ **E.7** Analyze the effects of figures of speech on meaning and tone

L.8.5.b Use the relationship between particular words to better understand each of the words.

☐ **S.1** Choose the synonym

☐ **S.2** Choose the antonym

☐ **V.1** Analogies

☐ **V.2** Analogies: challenge

☐ **W.2** Determine the meaning of words using synonyms in context

☐ **W.3** Determine the meaning of words using antonyms in context

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

☐ **T.1** Describe the difference between related words

☐ **T.2** Positive and negative connotation

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.

☐ **G.2** Vocabulary review: Read and understand informational passages

☐ **J.3** Transitions with conjunctive adverbs

☐ **Q.1** Words with pre-

☐ **Q.2** Words with re-

☐ **Q.3** Words with sub-

☐ **Q.4** Words with mis-

☐ **Q.5** Words with un-, dis-, in-, im-, and non-

☐ **Q.6** Words with -ful

- [ ] **Q.7** Words with -less
- [ ] **Q.8** Words with -able and -ible
- [ ] **R.1** Use Greek and Latin roots as clues to the meanings of words
- [ ] **R.2** Use words as clues to the meanings of Greek and Latin roots
- [ ] **R.3** Determine the meanings of Greek and Latin roots
- [ ] **R.4** Determine the meanings of words with Greek and Latin roots
- [ ] **T.2** Positive and negative connotation
- [ ] **W.1** Find words using context
- [ ] **W.2** Determine the meaning of words using synonyms in context
- [ ] **W.3** Determine the meaning of words using antonyms in context
- [ ] **W.4** Use context to identify the meaning of a word
- [ ] **X.1** Determine the meaning of domain-specific words with pictures

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.

- [ ] **D.1** Compare and contrast
- [ ] **D.2** Match causes and effects in informational texts
- [ ] **D.3** Match problems with their solutions
- [ ] **G.3** Trace an argument
- [ ] **H.1** Compare information from two texts
- [ ] **K.4** Identify supporting details in informational texts

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.

- [ ] **A.1** Determine the main idea
- [ ] **D.1** Compare and contrast
- [ ] **D.2** Match causes and effects in informational texts
- [ ] **D.3** Match problems with their solutions
- [ ] **G.1** Read and understand informational passages
- [ ] **G.3** Trace an argument
- [ ] **H.1** Compare information from two texts
- [ ] **K.2** Distinguish facts from opinions
- [ ] **K.4** Identify supporting details in informational texts

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- [ ] **D.1** Compare and contrast

- [ ] **D.2** Match causes and effects in informational texts
- [ ] **D.3** Match problems with their solutions
- [ ] **D.4** Identify text structures
- [ ] **G.1** Read and understand informational passages
- [ ] **G.3** Trace an argument
- [ ] **K.4** Identify supporting details in informational texts

Craft and Structure

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.

- [ ] **E.3** Interpret the meaning of allusions
- [ ] **E.5** Interpret figures of speech
- [ ] **E.7** Analyze the effects of figures of speech on meaning and tone
- [ ] **G.2** Vocabulary review: Read and understand informational passages
- [ ] **T.2** Positive and negative connotation
- [ ] **U.2** Which definition matches the sentence?
- [ ] **U.3** Which sentence matches the definition?
- [ ] **W.1** Find words using context
- [ ] **W.2** Determine the meaning of words using synonyms in context
- [ ] **W.3** Determine the meaning of words using antonyms in context
- [ ] **W.4** Use context to identify the meaning of a word
- [ ] **X.1** Determine the meaning of domain-specific words with pictures

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.

- [ ] **D.1** Compare and contrast
- [ ] **D.2** Match causes and effects in informational texts

	D.3 Match problems with their solutions
	D.4 Identify text structures
	G.3 Trace an argument
	J.2 Organize information by main idea

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.

	C.1 Identify author's purpose
	G.3 Trace an argument
	H.1 Compare information from two texts

Integration of Knowledge and Ideas

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.

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.

	G.3 Trace an argument
	K.4 Identify supporting details in informational texts
	K.6 Classify logical fallacies

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.

	H.1 Compare information from two texts
	H.2 Compare two texts with different genres

Range of Reading and Level of Text Complexity

RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

- **A.1** Determine the main idea
- **G.1** Read and understand informational passages
- **G.3** Trace an argument
- **X.1** Determine the meaning of domain-specific words with pictures

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.

- [ ] **B.1** Match the quotations with their themes
- [ ] **B.2** Determine the themes of short stories
- [ ] **F.1** Analyze short stories
- [ ] **H.2** Compare two texts with different genres
- [ ] **K.5** Identify supporting details in literary texts

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.

- [ ] **B.1** Match the quotations with their themes
- [ ] **B.2** Determine the themes of short stories

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.

- [ ] **F.1** Analyze short stories

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.

- [ ] **E.3** Interpret the meaning of allusions

☐ **E.5** Interpret figures of speech

☐ **E.7** Analyze the effects of figures of speech on meaning and tone

☐ **T.2** Positive and negative connotation

☐ **U.2** Which definition matches the sentence?

☐ **U.3** Which sentence matches the definition?

☐ **W.1** Find words using context

☐ **W.2** Determine the meaning of words using synonyms in context

☐ **W.3** Determine the meaning of words using antonyms in context

☐ **W.4** Use context to identify the meaning of a word

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.

☐ **H.2** Compare two texts with different genres

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.

☐ **E.2** Identify the narrative point of view

Integration of Knowledge and Ideas

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.

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.

☐ **H.2** Compare two texts with different genres

☐ **I.1** Compare illustrations of literary and historical subjects

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.

- **B.2** Determine the themes of short stories
- **F.1** Analyze short stories
- **H.2** Compare two texts with different genres

Common Core Skill Alignment

IXL

8TH GRADE: WRITING

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.

- [ ] **C.1** Identify author's purpose
- [ ] **J.2** Organize information by main idea
- [ ] **K.2** Distinguish facts from opinions

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.

- [ ] **K.3** Choose evidence to support a claim
- [ ] **K.4** Identify supporting details in informational texts
- [ ] **K.5** Identify supporting details in literary texts
- [ ] **K.6** Classify logical fallacies

W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- [ ] **J.3** Transitions with conjunctive adverbs
- [ ] **KK.1** Use the correct pair of correlative conjunctions

W.8.1.d Establish and maintain a formal style.

- [ ] **C.2** Which sentence is more formal?

W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

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.

☐	**D.1**	Compare and contrast
☐	**D.2**	Match causes and effects in informational texts
☐	**D.3**	Match problems with their solutions
☐	**D.4**	Identify text structures
☐	**J.1**	Order topics from broadest to narrowest
☐	**J.2**	Organize information by main idea

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

☐	**K.2**	Distinguish facts from opinions
☐	**K.3**	Choose evidence to support a claim
☐	**K.4**	Identify supporting details in informational texts
☐	**K.5**	Identify supporting details in literary texts
☐	**K.6**	Classify logical fallacies

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

☐	**J.3**	Transitions with conjunctive adverbs
☐	**KK.1**	Use the correct pair of correlative conjunctions

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

☐	**J.1**	Order topics from broadest to narrowest
☐	**T.1**	Describe the difference between related words
☐	**T.2**	Positive and negative connotation

☐ **X.1** Determine the meaning of domain-specific words with pictures

W.8.2.e Establish and maintain a formal style.

☐ **C.2** Which sentence is more formal?

W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

☐ **E.2** Identify the narrative point of view

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

☐ **E.1** Identify sensory details

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.

☐ **J.3** Transitions with conjunctive adverbs

W.8.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

☐ **C.3** Compare passages for tone

☐ **E.1** Identify sensory details

☐ **T.1** Describe the difference between related words

☐ **T.2** Positive and negative connotation

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.

☐	**C.1**	Identify author's purpose
☐	**D.1**	Compare and contrast
☐	**D.2**	Match causes and effects in informational texts
☐	**D.3**	Match problems with their solutions
☐	**D.4**	Identify text structures
☐	**J.1**	Order topics from broadest to narrowest
☐	**J.2**	Organize information by main idea

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.

☐	**J.2**	Organize information by main idea
☐	**O.1**	Use parallel structure
☐	**O.2**	Remove redundant words or phrases
☐	**O.3**	Use the correct frequently confused word
☐	**O.4**	Correct errors with frequently confused words
☐	**O.5**	Correct errors with signs
☐	**O.6**	Correct errors in everyday use
☐	**O.7**	Suggest appropriate revisions
☐	**P.4**	Identify plagiarism
☐	**Z.5**	Is it a complete sentence or a fragment?
☐	**Z.6**	Is it a complete sentence or a run-on?
☐	**Z.7**	Is it a complete sentence, a fragment, or a run-on?

- [ ] **AA.5** Combine sentences using relative clauses
- [ ] **BB.5** Identify and correct errors with plural and possessive nouns
- [ ] **BB.6** Identify and correct errors with compound and joint possession
- [ ] **CC.3** Correct inappropriate shifts in pronoun number and person
- [ ] **CC.4** Identify vague pronoun references
- [ ] **FF.1** Correct errors with subject-verb agreement
- [ ] **FF.2** Correct errors with indefinite pronoun-verb agreement
- [ ] **GG.3** Identify and correct inappropriate shifts in verb tense
- [ ] **MM.2** Commas with nonrestrictive elements
- [ ] **NN.5** Commas: review
- [ ] **OO.1** Use semicolons and commas to separate clauses
- [ ] **PP.3** Decide whether ellipses are used appropriately
- [ ] **QQ.1** Correct capitalization errors

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.

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.

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.

- [ ] **A.1** Determine the main idea
- [ ] **K.3** Choose evidence to support a claim
- [ ] **K.4** Identify supporting details in informational texts
- [ ] **K.5** Identify supporting details in literary texts
- [ ] **P.1** Recognize the parts of a Works Cited entry (MLA 7th edition)
- [ ] **P.2** Recognize the parts of a Works Cited entry (MLA 8th edition)

☐ **P.3** Use in-text citations (MLA 7th–8th editions)

☐ **P.4** Identify plagiarism

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").

☐ **B.2** Determine the themes of short stories

☐ **C.3** Compare passages for tone

☐ **F.1** Analyze short stories

☐ **H.2** Compare two texts with different genres

☐ **K.5** Identify supporting details in literary texts

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").

☐ **D.1** Compare and contrast

☐ **G.1** Read and understand informational passages

☐ **G.3** Trace an argument

☐ **H.1** Compare information from two texts

☐ **K.4** Identify supporting details in informational texts

Range of Writing

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.