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RL.8.1 Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**LC.RL.8.1a** Refer to details and examples in a text when explaining what the text says explicitly. **LC.RL.8.1b** Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. **LC.RL.8.1c** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
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.	**LC.RL.8.2a** Determine the theme or central idea of a text. **LC.RL.8.2b** Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. **LC.RL.8.2c** Create an objective summary of a text.
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.	**LC.RL.8.3a** 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. **LC.RL.8.3b** Identify the use of literary techniques within a text. **LC.RL.8.3c** Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.
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.	**LC.RL.8.4a** Identify and interpret an analogy within a text. **LC.RL.8.4b** Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
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.	**LC.RL.8.5a** Compare and contrast the structure of two or more texts. **LC.RL.8.5b** Explain how language use contributes to the meaning of a poem or drama.

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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.	**LC.RL.8.6a** Compare and contrast the points of view of different characters in the same text. **LC.RL.8.6b** Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
RL.8.7 Analyze the extent to which non-printed media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.	**LC.RL.8.7** Compare and contrast content presented in text, media, and live performance.
RL.8.8 (Not applicable to literature)[1]	
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.	**LC.RL.8.9** Compare modern works of literature to the texts from which they draw ideas.
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.	**LC.RL.8.10a** Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction. **LC.RL.8.10b** Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
RI.8.1 Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**LC.RI.8.1a** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. **LC.RI.8.1b** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

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[1] Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

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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.	**LC.RI.8.2a** Determine two or more central ideas in a text. **LC.RI.8.2b** Analyze the development of the central ideas over the course of the text. **LC.RI.8.2c** Provide/create an objective summary of a text.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**LC.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.	**LC.RI.8.4a** Identify and interpret an analogy within a text. **LC.RI.8.4b** Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. **LC.RI.8.4c** Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.
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.	**LC.RI.8.5a** Use signal words as a means of locating information. **LC.RI.8.5b** Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph. **LC.RI.8.5c** Determine the structure of a text. **LC.RI.8.5d** Determine how the information in each section contributes to the whole or to the development of ideas.
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.	**LC.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.
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.	No Louisiana Connectors developed for this standard

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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.	**LC.RI.8.8a** Identify an argument or claim that the author makes. **LC.RI.8.8b** Evaluate the claim or argument to determine if it is supported by evidence.
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.	**LC.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.
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.	**LC.RI.8.10a** Read or be read to a variety of informational texts or adapted texts. **LC.RI.8.10b** Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  d. Establish and maintain a formal style.
  e. Provide a concluding statement or section that follows from and supports the argument presented.
	LC.W.8.1a Produce a persuasive permanent product which has an introduction that introduces a claim and distinguishes it from alternate or opposing claims.
	LC.W.8.1b Create an organizational structure in which ideas are logically grouped to support the claim.
	LC.W.8.1c Support the claim with logical reasoning and relevant evidence from credible sources.
	LC.W.8.1d Use words, phrases and clauses to link the claim and reasons and clarify relationship among ideas.
	LC.W.8.1e Maintain a consistent style and voice.
	LC.W.8.1f 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.	**LC.W.8.2a** Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.

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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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**LC.W.8.2b** Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic. **LC.W.8.2c** Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **LC.W.8.2d** Use transitional words, phrases, and clauses that connect ideas and create cohesion. **LC.W.8.2e** Use precise language and domain-specific vocabulary to inform about or explain the topic. **LC.W.8.2f** Maintain a consistent style and voice. **LC.W.8.2g** 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. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**LC.W.8.3a** Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters. **LC.W.8.3b** Organize events so they unfold naturally. **LC.W.8.3c** When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **LC.W.8.3d** 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. **LC.W.8.3e** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **LC.W.8.3f** Provide a conclusion that follows from the narrated experiences or events. **LC.W.8.3g** Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) when communicating.

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e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**LC.W.8.4** Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).
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 different approach, focusing on how well purpose and audience have been addressed.	**LC.W.8.5a** With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). **LC.W.8.5b** With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types).
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.	**LC.W.8.6** Use technology to produce and publish permanent products (e.g., use word processing to generate and collaborate on writing).
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.	**LC.W.8.7** Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
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.	**LC.W.8.8a** Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic. **LC.W.8.8b** Quote or paraphrase the data and conclusions of others while avoiding plagiarism. **LC.W.8.8c** Use a standard format to produce citations.

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	LC.W.8.8d Provide a bibliography for sources that contributed to the creation of a permanent product.

W.8.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
    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, historical fiction, or foundational religious, including describing how the material is rendered new").
    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").
	LC.W.8.9 Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

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.	No Louisiana Connectors developed for this standard
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**LC.SL.8.1a** Use information and feedback to refine understanding. **LC.SL.8.1b** Use information and feedback to clarify meaning for readers. **LC.SL.8.1c** Discuss how own view or opinion changes using new information provided by others.

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b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**LC.SL.8.2a** Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media). **LC.SL.8.2b** Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media). **LC.SL.8.2c** Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**LC.SL.8.3a** Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument. **LC.SL.8.3b** Identify when irrelevant evidence is introduced within an argument. **LC.SL.8.3c** Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	**LC.SL.8.4a** Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence. **LC.SL.8.4b** Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

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SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**LC.SL.8.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.8.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	No Louisiana Connectors developed for this standard
L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.	**LC.L.8.1a** Use active and passive verbs when communicating. **LC.L.8.1b** Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood when communicating.
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	**LC.L.8.2a** Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break. **LC.L.8.2b** Spell words correctly.
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	**LC.L.8.3a** Use active and passive voice in writing to achieve a particular effect. **LC.L.8.3b** Use verbs in the conditional and subjunctive mood to achieve a particular effect.

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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.
   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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
   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.
   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).
	LC.L.8.4a Use context as a clue to the meaning of a grade-appropriate word or phrase.
	LC.L.8.4b Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	LC.L.8.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	LC.L.8.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
	LC.L.8.4e Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g. verbal irony, puns) in context.
   b. Use the relationship between particular words to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
	LC.L.8.5a Identify irony within a text or media
	LC.L.8.5b Identify a pun within a text or media.
	LC.L.8.5c Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
	LC.L.8.5d Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.
	LC.L.8.5e Use the relationship between particular words to better understand each of the words.
	LC.L.8.5f Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

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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.	**LC.L.8.6a** Use grade-appropriate general academic and domain-specific words and phrases accurately.