

South Carolina College and Career-Ready Standards

Correlations for BrightFish Reading to South Carolina CCR standards for English Language Arts, Grades 6-8



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South Carolina ELA Correlations for Grade 6

N/A = Not Applicable.

Standard RL 6.1-13

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
Principles of Reading		
RL 6 Standard 1	Demonstrate understanding of the organization and basic features of print.	Grade 6 Fiction Stories: Abigail and the Hiccups, Annoying Little Brother, Familiar Strangers, Not a Regular Day’s Work, The Fox and the Goat, Time to Change, Trapdoor. Challenge: The Fall of British Tyranny (play excerpt), The Wind (poem), The Class Election Comprehension During Reading and Post-Reading. All reading is online.
RL 6 Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 6 Fiction: Pre-reading: Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RL 6 Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 6 Fiction: Pre-reading Activities: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RL 6 Standard 4	Read with sufficient accuracy and fluency to support comprehension.	All Grade 6 Fiction: Comprehension Activities: During Reading – Facts and Details 1, 2, 3; Post Reading; Challenge Activities.
Meaning and Context		
RL.6 Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Grade 6 Fiction Stories: Abigail and the Hiccups, Annoying Little Brother, Familiar Strangers, Not a Regular Day’s Work, The Fox and the Goat, Time to Change, Trapdoor. Challenge: The Fall of British Tyranny (play excerpt), The Wind (poem), The Class Election Comprehension Facts and Details; Post Reading – Inferencing; analyzing author’s purpose
RL.6 Standard 6	Summarize key details and ideas to support analysis of thematic development. 6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	All Grade 6 Fiction Stories. Comprehension: Post Reading: Key Ideas and Meaning; Challenge Activities – summarizing, main ideas and supporting details; themes and author’s purpose. Graphic organizers, multiple choice and open response.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL.6 Standard 7	<p>Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text. 7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics..</p>	<p>Grade 6 Fiction Stories: Abigail and the Hiccups, The Fox and the Goat, Time to Change.; Fall of British Tyranny</p> <p>Comprehension Facts and Details and Post-Reading: All passages can have a read-aloud button to hear a fluent, modelled reading.</p> <p>Post-Reading open response essays.</p>
RL.6 Standard 8	<p>Analyze characters, settings, events, and ideas as they develop and interact within a context.</p> <p>8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.</p>	<p>Grade 6 Fiction Stories: Abigail and the Hiccups, The Fox and the Goat; The Wind (Poem)</p> <p>Comprehension: Post-Reading: theme and setting.</p>
Language, Craft and Structure		
RL.6 Standard 9	<p>Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone. 9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.</p>	<p>All Grade 6 Fiction Stories.</p> <p>Pre-reading: Vocabulary usage and categorization.</p> <p>Comprehension: Post Reading – impact of word choices on theme and tone. Multiple choice and open response questions.</p>
RL.6 Standard 10	<p>Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.; 10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances & jargon.</p>	<p>All Grade 6 Fiction Stories.</p> <p>Pre-reading: Vocabulary usage and categorization.</p> <p>Comprehension: Post Reading – Word usage and meaning; open response short answer and essays.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL.6 Standard 11	<p>Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>11.1 Explain how an author’s development of the point of view of the narrator or speaker impacts content, meaning, and style.</p>	<p>All Grade 6 Fiction Stories</p> <p>Comprehension Post-Reading: Author’s purpose, themes and point of view.</p> <p>11.1 Abigail and the Hiccups, Annoying Little Brother, Familiar Strangers, Not a Regular Day’s Work, Time to Change, Trapdoor. Challenge: The Class Election</p> <p>Use of 1st person and the impact on the narrative and main idea.</p>
RL.6 Standard 12	<p>Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.</p>	<p>All Grade 6 Fiction Stories: Passage text and read-aloud audio.</p> <p>12.1 Comprehension Post Reading: The Fall of British Tyranny (play) and The Wind (poem) – function of stanza and scene to convey the main idea and advance the plot.</p> <p>12.2 Worksheet: Compare chronological sequence in “Abigail” with flashback structure in “Familiar Strangers” on tone.</p>
RL.6 Standard 13	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.</p> <p>13.2 Read independently for sustained periods of time to build stamina.</p> <p>13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>	<p>At the end of BrightFish Reading Grade 6 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 6 level, in the Lexile range of 920L-970L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students work independently, reading and answering questions for an average of 60 minutes per story unit. Teachers can use story passages for small group reading.</p> <p>Students who complete Grade 6 stories can move into Grade 7 to accelerate their skill development.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

Standard RI.6.1-12

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
Principles of Reading		
RI.6 Standard 1	Demonstrate understanding of the organization and basic features of print.	Grade 6 Nonfiction Stories: Atlantis, Niagara Falls, Rogue Waves, Spotted Hyena Challenge: Survival Teamwork, The Big Kahuna Comprehension During Reading and Post-Reading.
RI.6 Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 6 Nonfiction: Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3
RI.6 Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 6 Nonfiction Pre-reading Activities: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3
RI.6 Standard 4	Read with sufficient accuracy and fluency to support comprehension.	All Grade 6 Nonfiction: Comprehension During Reading – Facts and Details; Post Reading; Challenge Activities.
Meaning and Context		
RI.6 Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 6 Nonfiction Stories: Atlantis, Niagara Falls, Rogue Waves, Spotted Hyena Challenge: Survival Teamwork, The Big Kahuna Comprehension Post Reading: inferencing, conclusions/evidence; author's purpose.
RI.6 Standard 6	Summarize key details and ideas to support analysis of central ideas. 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	All Grade 6 Nonfiction Stories Comprehension Post Reading: Summarize and sequence; main ideas and supporting details.
RI.6 Standard 7	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	Grade 6 Nonfiction: Rogue Waves and Spotted Hyenas Comprehension Post Reading: Video questions; compare main ideas and point of view in text and video presentations of the topic.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
	Language, Craft and Structure	
RI.6 Standard 8	<p>Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p> <p>8.2 Identify text features and structures that support an author’s ideas or claim.</p>	<p>All Grade 6 Nonfiction Stories:</p> <p>Vocabulary: Usage and categorization;</p> <p>Comprehension Post Reading – impact of word choice on tone; text structure and features of nonfiction articles.</p>
RI.6 Standard 9	<p>Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p> <p>9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, affixes.</p>	<p>All Grade 6 Nonfiction Stories:</p> <p>Vocabulary: Usage, categorization and writing activities using keywords from the text.</p> <p>Comprehension During Reading and Post Reading: word meanings and context.</p> <p>9.2 Worksheets: Roots and affixes.</p>
RI.6 Standard 10	<p>Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p> <p>10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p>	<p>Grade 6 Nonfiction Stories: Spotted Hyenas; Survival Teamwork, The Big Kahuna</p> <p>Comprehension: Post Reading – Key Ideas and Meaning 10.1: Spotted Hyenas video question – contrast perspectives from the text and video.</p>
RI.6 Standard 11	<p>Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p> <p>11.1 Identify text features and structures that support an author’s idea or claim.</p> <p>11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Grade 6 Nonfiction Stories:</p> <p>Comprehension Post Reading – impact of word choice on tone; text structure and features of nonfiction articles.</p> <p>11.2: Identify and categorize conclusions/evidence and facts/reasons statements.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
Range of Reading and Level of Text Complexity		
RI.6 Standard 12	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, building stamina; reflect on and respond to increasingly complex text over time.</p> <p>12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>12.2 Read independently for a sustained period of time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>At the end of BrightFish Reading Grade 6 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 6 level, in the Lexile range of 920L-970L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students work independently, reading and answering questions for an average of 60 minutes per story unit. Teachers can use story passages for small group reading.</p> <p>Students who complete Grade 6 stories can move into Grade 7 to accelerate their skill development.</p>

Standard W6.1-6.6

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
Meaning, Context and Craft		
W6 Standard 1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a focused claim and organize reasons and evidence clearly; b. use information from multiple print and multimedia sources; c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources; g. establish and maintain a formal style; and; h. provide a conclusion that follows from and supports the argument. 	<p>Grade 6 Fiction and Nonfiction Stories: Abigail and the Hiccups, Annoying Little Brother, Familiar Strangers, Not a Regular Day's Work, The Fox and the Goat, Time to Change, Trapdoor. Challenge: The Fall of British Tyranny (play excerpt), The Wind (poem), The Class Election; Atlantis, Niagara Falls, Rogue Waves, Spotted Hyena Challenge: Survival Teamwork, The Big Kahuna</p> <p>Comprehension Post Reading: open response essay with teacher feedback.</p> <p>Standard 1.b Rogue Waves and Spotted Hyenas contain video questions that ask students to compare the media and treatment of the topics in graphic organizer and open response questions.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

<p>W 6 Standard 2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts.</p>	<p>All Grade 6 stories</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p> <p>All writing questions are based on the text and video content provided in BrightFish Reading.</p>
<p>W 6 Standard 3</p>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives.</p>	<p>Grade 6 Fiction Stories: Abigail and the Hiccups, Annoying Little Brother, Familiar Strangers, Not a Regular Day's Work, The Fox and the Goat, Time to Change, Trapdoor.</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p> <p>All open response questions are graded by teachers in the online BrightFish dashboard. Teachers can use the provided rubric or their own to assess each student's work.</p>
Language		
<p>W 6 Standard 4</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.1 When writing:</p> <p>a. ensure that subjective, objective, and possessive pronouns are in the proper case; b. use intensive pronouns; c. recognize and use appropriate continuity and shifts in pronoun number and person; d. recognize and correct pronouns with unclear or ambiguous antecedents; e. recognize variations from standard English in one's own and others' writing; and f. identify and use strategies to improve expression in conventional language.</p>	<p>Grade 6 Fiction and Nonfiction Stories: Abigail and the Hiccups, Annoying Little Brother, Familiar Strangers, Not a Regular Day's Work, The Fox and the Goat, Time to Change, Trapdoor. Challenge: The Fall of British Tyranny (play excerpt), The Wind (poem), The Class Election; Atlantis, Niagara Falls, Rogue Waves, Spotted Hyena Challenge: Survival Teamwork, The Big Kahuna</p> <p>Comprehension Post-Reading: Short answer and long essay open response.</p>
<p>W 6 Standard 5</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5.2 Use commas, parentheses, or dashes to set off nonrestrictive/ parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.</p>	<p>All grade 6 stories.</p> <p>Vocabulary sentences.</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 6

Range and Complexity		
W 6 Standard 6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	All grade 6 stories. BrightFish Reading provides numerous opportunities for writing based on questions and content in the program. Students type their written work onscreen and submit their answer for review. Teachers then score the responses and provide feedback for each student.

South Carolina ELA Correlations for Grade 7

N/A = Not Applicable.

Standard RL7.1-13

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
Principles of Reading		
RL 7 Standard 1	Demonstrate understanding of the organization and basic features of print.	Grade 7 Fiction Stories: Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley Comprehension During Reading and Post-Reading. All reading is online.
RL 7 Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 7 Fiction: Pre-reading: Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RL 7 Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 7 Fiction: Pre-reading Activities: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RL 7 Standard 4	Read with sufficient accuracy and fluency to support comprehension.	All Grade 7 Fiction: Comprehension Activities: During Reading – Facts and Details 1, 2, 3; Post Reading; Challenge Activities.
Meaning and Context		
RL.7 Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 7 Fiction Stories: Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley Comprehension Facts and Details; Post Reading – Inferencing; analyzing author’s purpose
RL.7 Standard 6	Standard 6: Summarize key details and ideas to support analysis of thematic development. 6.1 Determine one or more themes and analyze the development; provide an objective summary.	All Grade 7 Fiction Stories. Comprehension: Post Reading: Key Ideas and Meaning; Challenge Activities – summarizing, main ideas and supporting details; themes and author’s purpose. Graphic organizers, multiple choice and open response.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL.7 Standard 7	<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.</p> <p>7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.</p>	<p>All Grade 7 Fiction Stories.</p> <p>Comprehension Facts and Details and Post-Reading: All passages can have a read-aloud button to hear a fluent, modelled reading.</p> <p>7.1 is not covered.</p> <p>7.2: Little Women (Play excerpt), Post-Reading open response essay on the impact of setting.</p>
RL.7 Standard 8	<p>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.</p>	<p>All Grade 7 Fiction Stories.</p> <p>Comprehension: Post-Reading: theme and setting</p> <p>Little Women (Play excerpt): impact of Civil War setting on character and plot development.</p>
	Language, Craft and Structure	
RL.7 Standard 9	<p>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.</p> <p>9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.</p>	<p>Grade 7 Fiction Stories: Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley</p> <p>9.1 Pre-reading: Vocabulary usage and categorization; Comprehension: The Tuft of Flowers.</p> <p>9.2 Comprehension: Post Reading – impact of word choices on theme and tone. Multiple choice and open response questions.</p>
RL.7 Standard 10	<p>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>All Grade 7 Fiction Stories.</p> <p>Pre-reading: Vocabulary usage and categorization.</p> <p>Comprehension: Post Reading – Word usage and meaning; open response short answer and essays.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL.7 Standard 11	<p>Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.</p>	<p>All Grade 7 Fiction Stories</p> <p>Comprehension Post-Reading: Author’s purpose, themes and point of view.</p> <p>11.1 The Bully of Bower Glen and Waiting on Wesley.</p> <p>Use of 1st person and the impact on the narrative and main idea.</p>
RL.7 Standard 12	<p>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.</p> <p>12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.</p>	<p>All Grade 7 Fiction Stories: Passage text and read-aloud audio.</p> <p>12.1 The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley – Comprehension Post-Reading: function of stanza, scene and paragraphs to convey the main idea and advance the plot.</p> <p>12.2 The Bully of Bower Glen, The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley – Comprehension Post-Reading: impact of text structures (sequencing) on meaning.</p>
RL.7 Standard 13	<p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.1 Read independently for sustained periods of time to build stamina</p> <p>13.2 Read independently for sustained periods of time to build stamina.</p> <p>13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>	<p>At the end of BrightFish Reading Grade 7 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 7 level, in the Lexile range of 970L-1010L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students work independently, reading and answering questions for an average of 60 minutes per story unit. Teachers can use story passages for small group reading.</p> <p>Students who complete Grade 7 stories can move into Grade 8 to accelerate their skill development.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

Standard RI.7.1-12

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
Principles of Reading		
RI.7 Standard 1	Demonstrate understanding of the organization and basic features of print.	Grade 7 Nonfiction Stories: Academy Awards, Amelia Earhart, Frank Gehry, The Great Space Race, Iguazu Falls, The King, Terrifying Teeth, Vampire Bats, Velcro. Challenge: The Sami of the Arctic, Unearthing the Woolley Mammoth, Why Farmers Should Grow Organic and Organic Farming Isn't the Answer (Articles – Pro/Con) Comprehension During Reading and Post-Reading.
RI.7 Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 7 Nonfiction: Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RI.7 Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 7 Nonfiction Pre-reading Activities: Word for Word (visual match), Sound for Word (auditory-visual match): level 1-5; Phrases: level 1-3
RI.7 Standard 4	Read with sufficient accuracy and fluency to support comprehension.	All Grade 7 Nonfiction: Comprehension During Reading – Facts and Details; Post Reading; Challenge Activities.
Meaning and Context		
RI.7 Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 7 Nonfiction Stories: Academy Awards, Amelia Earhart, Frank Gehry, The Great Space Race, Iguazu Falls, The King, Terrifying Teeth, Vampire Bats, Velcro. Challenge: The Sami of the Arctic, Unearthing the Woolley Mammoth, Why Farmers Should Grow Organic and Organic Farming Isn't the Answer (Articles – Pro/Con) Comprehension Post Reading: inferring, conclusions/evidence; author's purpose.
RI.7 Standard 6	Summarize key details and ideas to support analysis of central ideas. 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	All Grade 7 Nonfiction Stories Comprehension Post Reading: Summarize and sequence; main ideas and supporting details.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
RI.7 Standard 7	<p>Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</p>	<p>Grade 7 Nonfiction: The Great Space Race, Vampire Bats and Velcro.</p> <p>Comprehension Post Reading: Video questions; compare main ideas and point of view in text and video presentations of the topic.</p>
Language, Craft and Structure		
RI.7 Standard 8	<p>Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p> <p>8.2 Determine the impact of text features and structures on an author’s ideas or claim.</p>	<p>Grade 7 Nonfiction Stories: Academy Awards, Amelia Earhart, Frank Gehry, The Great Space Race, Iguazu Falls, The King, Terrifying Teeth, Vampire Bats, Velcro. Challenge: The Sami of the Arctic, Unearthing the Woolley Mammoth, Why Farmers Should Grow Organic and Organic Farming Isn’t the Answer (Pro and Con)</p> <p>Vocabulary: Usage and categorization; Comprehension Post Reading – impact of word choice on tone; text structure and features of nonfiction articles.</p>
RI.7 Standard 9	<p>Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	<p>All Grade 7 Nonfiction Stories: Vocabulary: Usage, categorization and writing activities using keywords from the text.; Comprehension Post Reading: word meanings and context; Worksheet: Roots & affixes.</p>
RI.7 Standard 10	<p>Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p> <p>10.1 Determine an author’s perspective or purpose and analyze how author distinguishes his/her position from others.</p>	<p>Grade 7 Nonfiction: Why Farmers Should Grow Organic and Organic Farming Isn’t the Answer (Articles – Pro and Con)</p> <p>Comprehension: Post Reading – Compare perspectives from two articles taking different positions.</p>
RI.7 Standard 11	<p>Analyze and critique how the author uses structures in print and multimedia texts to craft informational & argument writing.</p> <p>11.1 Determine the impact of text features and structures on an author’s ideas or claims.</p> <p>11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims..</p>	<p>Grade 7 Nonfiction Stories: The Great Space Race and Why Farmers Should Grow Organic and Organic Farming Isn’t the Answer (Pro and Con)</p> <p>Comprehension Post Reading – impact of word choice on tone; text structure and features.</p> <p>11.2: Identify and categorize conclusions/evidence and facts/reasons statements.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
Range of Reading and Level of Text Complexity		
RI.7 Standard 12	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>12.2 Read independently for a sustained period of time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>At the end of BrightFish Reading Grade 7 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 7 level, in the Lexile range of 970L-1010L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students work independently, reading and answering questions for an average of 60 minutes per story unit. Teachers can use story passages for small group reading.</p> <p>Students who complete Grade 7 stories can move into Grade 8 to accelerate their skill development.</p>

Standard W7.1-6

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
Meaning, Context and Craft		
W7 Standard 1	<p>Write arguments to support claims with clear reasons and relevant evidence</p> <p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop the claim providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. provide a concluding statement that follows from and supports the argument.</p>	<p>Grade 7 Fiction and Nonfiction: Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley; Academy Awards, Amelia Earhart, Frank Gehry, The Great Space Race, Iguazu Falls, The King, Terrifying Teeth, Vampire Bats, Velcro. Challenge: The Sami of the Arctic, Unearthing the Woolley Mammoth, Why Farmers Should Grow Organic and Organic Farming Isn't the Answer (Articles – Pro/Con)</p> <p>Comprehension Post Reading: essay with teacher feedback. Standard 1.b The Great Space Race, Vampire Bats and Velcro contain video questions that ask students to compare the media and treatment of the topics in graphic organizer and open response questions.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
W 7 Standard 2	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2.1 Write informative/explanatory texts.</p>	<p>All Grade 7 Stories</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p>
W 7 Standard 3	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives.</p>	<p>Grade 7 Fiction Stories: Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley;</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p>
Language		
W 7 Standard 4	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Grade 7 Fiction and Nonfiction Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley; Academy Awards, Amelia Earhart, Frank Gehry, The Great Space Race, Iguazu Falls, The King, Terrifying Teeth, Vampire Bats, Velcro. Challenge: The Sami of the Arctic, Unearthing the Woolley Mammoth, Why Farmers Should Grow Organic and Organic Farming Isn't the Answer (Articles – Pro/Con)</p> <p>Comprehension Post-Reading: Short answer and long essay open response.</p>
W7 Standard 5	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use commas, parentheses, or dashes to set off nonrestrictive/ parenthetical elements; and semicolons to connect main clauses and colons to introduce a list/quotation.</p>	<p>All grade 7 stories.</p> <p>Vocabulary sentences using target keywords.</p> <p>Comprehension Post Reading: open response essays with teacher feedback.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 7

Range and Complexity	
<p>W7 Standard 6</p>	<p>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
	<p>Grade 7 Fiction and Nonfiction Pirate Calls it Quits, The Bully of Bower Glen; Challenge: The Tuft of Flowers (Poem), Little Women (Play excerpt), Waiting on Wesley; Academy Awards, Amelia Earhart, Frank Gehry, The Great Space Race, Iguazu Falls, The King, Terrifying Teeth, Vampire Bats, Velcro. Challenge: The Sami of the Arctic, Unearthing the Woolley Mammoth, Why Farmers Should Grow Organic and Organic Farming Isn't the Answer (Articles – Pro/Con</p> <p>BrightFish Reading provides numerous opportunities for writing based on questions and content in the program. Students type their written work onscreen and submit their answer for review.</p> <p>All open response questions are graded by teachers in the online BrightFish dashboard. Teachers can use the provided rubric or their own to assess each student's work.</p>

South Carolina ELA Correlations for Grade 8

N/A = Not Applicable.

Standard RL 8.1-13

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
Principles of Reading		
RL 8 Standard 1	Demonstrate understanding of the organization and basic features of print.	Grade 8 Fiction Stories: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem) Comprehension During Reading and Post-Reading. All reading is online.
RL 8 Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 8 Fiction: Pre-reading: Sound for Word (auditory-visual match); Words: level 1-5; Phrases: level 1-3
RL 8 Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 8 Fiction: Pre-reading Activities: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RL 8 Standard 4	Read with sufficient accuracy and fluency to support comprehension.	All Grade 8 Fiction: Comprehension Activities: During Reading – Facts and Details 1, 2, 3; Post Reading; Challenge Activities.
Meaning and Context		
RL 8 Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 8 Fiction Stories: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem) Comprehension Facts and Details; Post Reading – Inferencing; analyzing author’s purpose
RL 8 Standard 6	Summarize key details and ideas to support analysis of thematic development. 6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.	All Grade 8 Fiction Stories. Comprehension: Post Reading: Key Ideas and Meaning; Challenge Activities – summarize, identify main ideas and supporting details; themes and author’s purpose. Graphic organizers, multiple choice and open response.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL 8 Standard 7	<p>Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text. 7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.</p>	<p>All Grade 8 Fiction Stories.</p> <p>Comprehension Facts and Details and Post-Reading: All passages can have a read-aloud button to hear a fluent, modelled reading.</p> <p>7.1 is not covered. 7.2 is not covered.</p>
RL 8 Standard 8	<p>Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>All Grade 8 Fiction Stories.</p> <p>Comprehension: Post-Reading: character development, theme and setting; story mapping.</p>
	Language, Craft and Structure	
RL 8 Standard 9	<p>Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Grade 8 Fiction Stories: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem)</p> <p>9.1 Pre-reading: Vocabulary usage and categorization; 9.2 Comprehension: Post Reading – impact of word choices on theme and tone. Multiple choice and open response questions.</p>
RL 8 Standard 10	<p>Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>10.1 Use context clues to determine meanings of words and phrases.</p>	<p>All Grade 8 Fiction Stories.</p> <p>Pre-reading: Vocabulary usage and categorization.</p> <p>Comprehension: Post Reading – Word usage and meaning; open response short answer and essays.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL 8 Standard 11	<p>Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>11.1 Analyze how the author’s development of perspectives of the characters and the reader create suspense or humor.</p>	<p>All Grade 8 Fiction Stories</p> <p>Comprehension Post-Reading: Author’s purpose, themes and point of view.</p> <p>11.1 Inspiration Overload, The Great Drought. Picnic in the Park</p> <p>Use of 1st person and the impact on the narrative and main ideas; impact of language on tone and the development of suspense; use of perspective to create humor (Picnic).</p>
RL 8 Standard 12	<p>Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.</p> <p>12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.</p>	<p>All Grade 8 Fiction Stories: Passage text and read-aloud audio.</p> <p>12.1 Standard is not covered.</p> <p>12.2 The Road Not Taken (Poem), Snow Days, The Red-Headed League (Excerpt) – Comprehension Post-Reading: impact of text structures (sequencing) on meaning.</p>
RL 8 Standard 13	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.</p> <p>13.2 Read independently for sustained periods of time to build stamina.</p> <p>13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>	<p>At the end of BrightFish Reading Grade 8 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 8 level, in the Lexile range of 1010L-1090L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students work independently, reading and answering questions for an average of 60 minutes per story unit. Teachers can use story passages for small group reading.</p> <p>Students who complete Grade 8 stories can move into Grade 9 to accelerate their skill development.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

Standard RI 8.1-12

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
Principles of Reading		
RI 8 Standard 1	Demonstrate understanding of the organization and basic features of print.	Grade 8 Nonfiction Stories: Anne Frank, The Iron Lady, Mesa Verde, Malaria, Yucky Universe; Challenge: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn't Necessary (Pro/Con) Comprehension During Reading and Post-Reading.
RI 8 Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	All Grade 8 Nonfiction: Pre-reading Activities: Sound for Word (auditory-visual match): Words: level 1-5; Phrases: level 1-3
RI 8 Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	All Grade 8 Nonfiction Pre-reading Activities: Word for Word (visual match), Sound for Word (auditory-visual match): level 1-5; Phrases: level 1-3
RI 8 Standard 4	Read with sufficient accuracy and fluency to support comprehension.	All Grade 8 Nonfiction: Comprehension During Reading – Facts and Details; Post Reading; Challenge Activities.
Meaning and Context		
RI 8 Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 8 Nonfiction Stories: Anne Frank, The Iron Lady, Mesa Verde, Malaria, Yucky Universe; Challenge: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn't Necessary (Pro/Con) Comprehension During Reading: Facts and Details; Post Reading: inferencing, summarizing, main ideas/details.
RI 8 Standard 6	Summarize key details and ideas to support analysis of central ideas. 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	All Grade 8 Nonfiction Stories Comprehension Post Reading: Summarize and sequence; main ideas and supporting details.
RI 8 Standard 7	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	Grade 8 Nonfiction: Mesa Verde, Malaria, Yucky Universe Comprehension Post Reading: Video questions; compare main ideas and point of view in text and video presentations of the topic.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
	Language, Craft and Structure	
RI 8 Standard 8	<p>Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p> <p>8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p> <p>8.2 Determine the impact of text features and structures on an author’s ideas or claim.</p>	<p>Grade 8 Nonfiction Stories: Anne Frank, The Iron Lady, Mesa Verde, Malaria, Yucky Universe; Challenge: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn’t Necessary (Pro/Con)</p> <p>Vocabulary: Usage and categorization; Comprehension Post Reading – impact of word choice on tone; text structure and features of nonfiction articles.</p>
RI 8 Standard 9	<p>Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	<p>All Grade 8 Nonfiction Stories:</p> <p>Vocabulary: Usage, categorization and writing using keywords from the text.; Comprehension Post Reading: word meanings and context; Worksheets: Roots & affixes; verbs - voice and mood; verbals.</p>
RI 8 Standard 10	<p>Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p> <p>10.1 Determine an author’s perspective or purpose and analyze how author distinguishes his/her position from others.</p>	<p>Grade 8 Nonfiction: Alaska Oil Drilling; The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn’t Necessary (Pro/Con)</p> <p>Comprehension: Post Reading – impact of author’s point of view on word choice and tone;</p> <p>10.1 Compare perspectives from articles taking different positions.</p>
RI 8 Standard 11	<p>Analyze and critique how the author uses structures in print and multimedia texts to craft informational & argument writing.</p> <p>11.1 Determine the impact of text features and structures on an author’s ideas or claims.</p> <p>11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Grade 8 Nonfiction: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn’t Necessary (Pro/Con)</p> <p>Comprehension Post Reading – impact of word choice on tone; text structure and features.</p> <p>11.2: Identify and categorize conclusions/evidence and facts/reasons statements.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
Range of Reading and Level of Text Complexity		
RI 8 Standard 12	<p>Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p> <p>12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>12.2 Read independently for a sustained period of time.</p> <p>12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>At the end of BrightFish Reading Grade 8 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 8 level, in the Lexile range of 1010L-1090L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students work independently, reading and answering questions for an average of 60 minutes per story unit. Teachers can use story passages for small group reading.</p> <p>Students who complete Grade 8 stories can move into Grade 9 to accelerate their skill development.</p>

Standard W8.1-6

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
Meaning, Context and Craft		
W8 Standard 1	<p>Write arguments to support claims with clear reasons and relevant evidence. Write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources; d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence; e. develop the claim and counterclaims providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. provide a concluding statement.</p>	<p>Grade 8 Fiction and Nonfiction: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem); Anne Frank, The Iron Lady, Mesa Verde, Malaria, Yucky Universe; Challenge: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn't Necessary (Pro/Con)</p> <p>Comprehension Post Reading: essay with teacher feedback.</p> <p>Standard 1.b Mesa Verde, Malaria and Yucky Universe contain video questions that ask students to compare the media and treatment of the topics in graphic organizer and open response questions.</p>

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
W 8 Standard 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	All Grade 8 Stories Comprehension Post Reading: open response essays with teacher feedback.
W 8 Standard 3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives.	Grade 8 Fiction Stories: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem); Comprehension Post Reading: open response essays with teacher feedback.
Language		
W 8 Standard 4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grade 8 Fiction and Nonfiction: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem); Anne Frank, The Iron Lady, Mesa Verde, Malaria, Yucky Universe; Challenge: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn't Necessary (Pro/Con) Comprehension Post-Reading: Short answer and long essay open response.
W8 Standard 5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use commas, parentheses, or dashes to set off nonrestrictive/ parenthetical elements; and semicolons to connect main clauses and colons to introduce a list/quotation.	All grade 8 stories. Vocabulary sentences using target keywords. Comprehension Post Reading: open response essays with teacher feedback.

SOUTH CAROLINA CCRS STANDARDS FOR ELA GRADE 8

Range and Complexity	
W8 Standard 6	<p>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>
	<p>Grade 8 Fiction and Nonfiction: Case Closed, The Great Drought, Inspiration Overload, Legend of Tepozteco, Payback, Picnic in the Park, Prognosis Positive; Challenge: Snow Days, The Red-Headed League (Excerpt), The Road Not Taken (Poem); Anne Frank, The Iron Lady, Mesa Verde, Malaria, Yucky Universe; Challenge: Ada Lovelace, Alaskan Oil Drilling, Articles: The Case for Locally Grown Foods/Why Eating Locally Grown Foods Isn't Necessary (Pro/Con)</p> <p>BrightFish Reading provides numerous opportunities for writing based on questions and content in the program. Students type their written work onscreen and submit their answer for review.</p> <p>All open response questions are graded by teachers in the online BrightFish dashboard. Teachers can use the provided rubric or their own to assess each student's work.</p>