

Kentucky Tutorials are designed specifically for the Kentucky Academic Standards to prepare students for the K-PREP, EOC exams, ACT, and ACT Plan.

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

### Unit 1: Elements of Literature 1

#### • POINT OF VIEW

- RL.8.6: Analyze characters and readers perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
- RL.8.6: Analyze characters and readers perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- L.8.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to irony, in context.
- RL.8.6: Analyze characters and readers perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

#### • PLOT

- 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.
- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

## Unit 2: Elements of Literature 2

### • THEME

- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

### • TRANSFORMING IDEAS

- RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
- 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, including describing how the material is rendered new.
- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- C.8.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Unit 3: Literary Elements 1

### • STRUCTURE AND FORM

- RL.8.5: Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
- **FIGURATIVE LANGUAGE**
  - 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 but not limited to analogies or allusions to other texts.
  - L.8.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to irony, in context.
  - RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

#### Unit 4: Literary Elements 2

- **CONNOTATION AND DENOTATION**

- 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 but not limited to analogies or allusions to other texts.
- 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.
- L.8.5c: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish among the connotations of words with similar denotations.
- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

- **DRAMATIC CONVENTIONS**

- 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, including describing how the material is rendered new.

- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Unit 5: Reading Strategies 1

#### • CENTRAL IDEA AND SUMMARY

- RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RL.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

#### • AUTHOR'S PURPOSE

- RI.8.6: Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- RI.8.6: Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.6: Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### Unit 6: Reading Strategies 2

#### • TEXT AND VISUAL ELEMENTS

- RI.8.7: Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior

knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

- C.8.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

- **MAKING INFERENCES**

- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

## Unit 7: Analyzing Informational Texts 1

- **WORD CHOICE**

- 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.
- L.8.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to irony, in context.
- 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 but not limited to analogies or allusions to other texts.
- RI.8.3: Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

- **SYNTHESIZING INFORMATION**

- RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- RI.8.6: Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.9: Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior

knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

- RI.8.6: Determine an authors perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **TEXT STRUCTURES**

- RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- 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.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

## Unit 8: Analyzing Informational Texts 2

- **ANALYZING AN ARGUMENT**

- RI.8.8: Identify 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.
- RI.8.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

- **ANALYZING CONFLICTING EVIDENCE**

- RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- RI.8.6: Determine an authors perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.8: Identify 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.
- RI.8.6: Determine an authors perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- RI.8.9: Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
- RI.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.6: Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Unit 9: Writing 1

### • PLANNING AND ORGANIZING

- C.8.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. With some guidance, 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.
- C.8.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.8.1g: Compose arguments to support claims with clear reasons and relevant evidence. With some guidance, 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.
- C.8.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.8.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- C.8.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- C.8.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

### • ESTABLISHING A FORMAL STYLE

- C.8.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

- C.8.1e: Compose arguments to support claims with clear reasons and relevant evidence. Establish and maintain a task appropriate writing style.
- C.8.2e: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- C.8.2f: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Establish and maintain a formal style.
- C.8.1g: Compose arguments to support claims with clear reasons and relevant evidence. With some guidance, 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.
- C.8.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. With some guidance, 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.
- C.8.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **REVISING AND EDITING**
  - C.8.1g: Compose arguments to support claims with clear reasons and relevant evidence. With some guidance, 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.
  - C.8.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. With some guidance, 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.
  - C.8.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
  - L.8.2c: When writing: Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
  - C.8.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.



- C.8.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

## Unit 10: Writing 2

### • WRITING AND TECHNOLOGY

- C.8.4: Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
- RI.8.8: Identify 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.

### • INTRODUCTIONS

- C.8.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.8.1b: Compose arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.

### • CONCLUSIONS

- C.8.1f: Compose arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that supports the argument presented.
- C.8.2g: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Unit 11: Writing 3

### • USING TRANSITIONS

- C.8.1d: Compose arguments to support claims with clear reasons and relevant evidence. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- C.8.2d: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- C.8.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Use a variety of

transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.

#### • **DEVELOPING EXPOSITORY ESSAYS**

- C.8.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.8.2c: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- C.8.2g: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- C.8.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.8.2e: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- C.8.2f: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Establish and maintain a formal style.
- C.8.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- L.8.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 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.

### Unit 12: Argumentative Writing

#### • **DEVELOPING ARGUMENTATIVE ESSAYS**

- C.8.1b: Compose arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.

- C.8.1c: Compose arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C.8.1f: Compose arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that supports the argument presented.
- C.8.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.8.1d: Compose arguments to support claims with clear reasons and relevant evidence. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- C.8.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - C.8.1b: Compose arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
  - C.8.1c: Compose arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

### Unit 13: Narrative Writing

- **SHORT NARRATIVES**
  - C.8.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.8.3b: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - C.8.3c: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
  - C.8.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.

- C.8.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- C.8.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Provide a conclusion that connects the narratives relevance to the intended purpose of the writing.

- **NARRATIVE TECHNIQUES**

- C.8.3c: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- C.8.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- C.8.3b: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- C.8.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

## **Unit 14: Sentence Structure**

- **VERB TENSE AND VOICE**

- L.8.1c: In both written and oral expression: Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
- C.8.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. With some guidance, 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.
- L.8.1b: In both written and oral expression: Demonstrate appropriate use of verbs in the active and passive voice.
- L.8.3a: Use knowledge of language and its conventions when writing, speaking, reading or listening. 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).

- L.8.2a: When writing: Demonstrate appropriate use of punctuation to indicate a pause or break.

- **VERB MOOD**

- L.8.1b: In both written and oral expression: Demonstrate appropriate use of verbs in the active and passive voice.
- L.8.1c: In both written and oral expression: Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
- L.8.3a: Use knowledge of language and its conventions when writing, speaking, reading or listening. 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).

- **VERBALS**

- L.8.1a: In both written and oral expression: Identify verbals correctly based on their intended function.

## Unit 15: Word Usage

- **CONTEXT CLUES**

- 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 but not limited to analogies or allusions to other texts.
- 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.
- L.8.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

- **WORD RELATIONSHIPS**

- L.8.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 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.

- L.8.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Use the relationship between particular words to better understand each of the words.

- **WORD ROOTS**

- L.8.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. Use Greek and Latin affixes and roots as clues to the meaning of a word.

## Unit 16: Usage

- **USING REFERENCE MATERIALS**

- L.8.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.8.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 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.
- L.8.5c: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish among the connotations of words with similar denotations.

- **SPELLING RULES**

- L.8.2c: When writing: Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

- **PUNCTUATION**

- L.8.2a: When writing: Demonstrate appropriate use of punctuation to indicate a pause or break.
- L.8.2b: When writing: Demonstrate appropriate use of an ellipsis to indicate an omission.