Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments.

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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, persuasive, 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

- **POINT OF VIEW**
  - 8.9.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. identify and analyze the use of literary devices, including multiple points of view and irony;
- **PLOT**

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- 8.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- 8.7.C: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- 8.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how characters' motivations and behaviors influence events and resolution of the conflict;

- **THEMES ACROSS CULTURES**
  - 8.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
  - 8.5.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
  - 8.7.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how themes are developed through the interaction of characters and events;

Unit 2: Genres

- **LITERARY GENRES**
  - 8.8.A: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
  - 8.6.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- **POETRY**
  - 8.8.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze the

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effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;

- 8.11.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

Unit 3: Language Usage

- **FIGURATIVE LANGUAGE**
  - 8.9.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
  - 8.9.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's use of language contributes to the mood, voice, and tone; and
- **CONNOTATION AND DENOTATION**
  - 8.6.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register, vocabulary, tone, and voice;
  - 8.9.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's use of language contributes to the mood, voice, and tone; and

Unit 4: Reading Strategies

- **CENTRAL IDEA AND SUMMARY**
  - 8.5.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
  - 8.8.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;
  - 8.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is

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expected to adjust fluency when reading grade-level text based on the reading purpose.

- 8.6.D: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. paraphrase and summarize texts in ways that maintain meaning and logical order;

- **MAKING INFERENCES**
  - 8.5.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
  - 8.6.G: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. discuss and write about the explicit or implicit meanings of text;
  - 8.5.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;
- **AUTHOR'S PURPOSE**
  - 8.6.B: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. write responses that demonstrate understanding of texts, including comparing sources within and across genres;
  - 8.9.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;
  - 8.9.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
  - 8.5.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
  - 8.8.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;

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- 8.5.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
- 8.6.J: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. defend or challenge the authors' claims using relevant text evidence.

- **INDEPENDENT READING**
  - 8.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
  - 8.5.A: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. establish purpose for reading assigned and self-selected texts;
  - 8.5.B: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. generate questions about text before, during, and after reading to deepen understanding and gain information;
  - 8.5.I: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
  - 8.5.C: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make, correct, or confirm predictions using text features, characteristics of genre, and structures;
  - 8.5.D: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. create mental images to deepen understanding;
  - 8.5.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
  - 8.6.A: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. describe personal connections to a variety of sources, including self-selected texts;
  - 8.6.E: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

Unit 5: Analyzing Informational Texts

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- **WORD CHOICE**
  - 8.9.E: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. identify and analyze the use of literary devices, including multiple points of view and irony;
  - 8.9.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
  - 8.6.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register, vocabulary, tone, and voice;
  - 8.9.D: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
  - 8.9.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's use of language contributes to the mood, voice, and tone; and
- **TEXT STRUCTURES**
  - 8.5.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;
  - 8.8.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;
  - 8.9.B: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the use of text structure contributes to the author's purpose;

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- **SYNTHESIZING INFORMATION**
  - 8.5.E: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make connections to personal experiences, ideas in other texts, and society;
  - 8.5.H: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. synthesize information to create new understanding; and
  - 8.6.I: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. reflect on and adjust responses as new evidence is presented; and
  - 8.8.D.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence;
  - 8.5.F: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. make inferences and use evidence to support understanding;

Unit 6: Argumentation

- **ANALYZING AN ARGUMENT**
  - 8.6.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence to support an appropriate response;
  - 8.8.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;
  - 8.9.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;
- **ANALYZING CONFLICTING EVIDENCE**
  - 8.6.J: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. defend or challenge the authors' claims using relevant text evidence.

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- 8.8.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;
- 8.8.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying and explaining the counter argument; and
- 8.9.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;
- 8.6.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence to support an appropriate response;

- **RHETORICAL AND LOGICAL FALLACIES**
  - 8.8.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;
  - 8.9.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;
  - 8.9.G: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
  - 8.12.H.i: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. examine sources for: reliability, credibility, and bias, including omission; and
  - 8.12.H.ii: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of

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purposes. examine sources for: faulty reasoning such as bandwagon appeals, repetition, and loaded language;

Unit 7: Writing I

- **PLANNING AND ORGANIZING**
  - 8.10.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
  - 8.8.E.iii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the intended audience or reader; and
  - 8.9.B: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the use of text structure contributes to the author's purpose;
  - 8.10.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
  - 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **REVISING AND EDITING**
  - 8.10.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - 8.6.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register, vocabulary, tone, and voice;
  - 8.8.E.iii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes

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within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the intended audience or reader; and

- 8.9.F: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze how the author's use of language contributes to the mood, voice, and tone; and
- 8.10.E: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. publish written work for appropriate audiences.
- 8.10.D.v: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: correct capitalization;
- 8.10.D.vii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

- **ORGANIZATIONAL PATTERNS**
  - 8.8.D.iii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structural elements of informational text, including: multiple organizational patterns within a text to develop the thesis;
  - 8.9.A: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. explain the author's purpose and message within a text;
  - 8.9.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's use of print and graphic features to achieve specific purposes;
  - 8.5.G: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. evaluate details read to determine key ideas;

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- **USING REFERENCE MATERIALS**
  - 8.2.A: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
  - 8.2.C: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

Unit 8: Writing II

- **INTRODUCTIONS**
  - 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
  - 8.11.B: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
- **CONCLUSIONS**
  - 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **USING TRANSITIONS**
  - 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
  - 8.10.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Unit 9: Developing Essays

- **DEVELOPING EXPOSITORY ESSAYS**

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- 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- 8.11.B: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
- 8.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- 8.6.H: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- 8.6.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence to support an appropriate response;
- 8.10.B.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - 8.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
  - 8.8.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;
  - 8.8.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying and explaining the counter argument; and
  - 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible

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and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

- 8.11.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose multi-paragraph argumentative texts using genre characteristics and craft; and
- 8.6.C: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. use text evidence to support an appropriate response;

- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - 8.8.E.i: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying the claim and analyzing the argument;
  - 8.8.E.ii: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics and structures of argumentative text by: identifying and explaining the counter argument; and
  - 8.11.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose multi-paragraph argumentative texts using genre characteristics and craft; and

Unit 10: Narrative Writing

- **SHORT NARRATIVES**
  - 8.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how characters' motivations and behaviors influence events and resolution of the conflict;
  - 8.11.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
  - 8.10.B.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **NARRATIVE TECHNIQUES**

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- 8.7.B: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. analyze how characters' motivations and behaviors influence events and resolution of the conflict;
- 8.11.A: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- 8.7.D: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. explain how the setting influences the values and beliefs of characters.

Unit 11: Nontraditional Texts

- **EVALUATING GRAPHICS**
  - 8.8.F: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics of multimodal and digital texts.
  - 8.9.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's use of print and graphic features to achieve specific purposes;
- **EVALUATING THE MEDIA**
  - 8.8.F: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. analyze characteristics of multimodal and digital texts.
  - 8.9.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's use of print and graphic features to achieve specific purposes;
- **TECHNICAL DOCUMENTS**
  - 8.9.C: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. analyze the author's use of print and graphic features to achieve specific purposes;

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- 8.11.D: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- 8.10.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Unit 12: Sentence Structure

- **VERB TENSE AND VOICE**
  - 8.10.D.ii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: consistent, appropriate use of verb tenses and active and passive voice;
- **PUNCTUATION**
  - 8.10.D.vi: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
- **SENTENCE TYPES**
  - 8.10.C: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. revise drafts for clarity, development, organization, style, word choice, and sentence variety;
  - 8.10.D.i: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
- **PHRASES**
  - 8.10.D.iii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: prepositions and prepositional phrases and their influence on subject-verb agreement;

Unit 13: Usage

- **CONTEXT CLUES**

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- 8.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and

- **WORD RELATIONSHIPS**
  - 8.2.B: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
- **WORD ROOTS**
  - 8.2.C: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.
  - 8.6.F: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. respond using newly acquired vocabulary as appropriate;

Unit 14: Usage II

- **SPELLING RULES**
  - 8.10.D.vii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- **COMMONLY CONFUSED WORDS**
  - 8.10.D.vii: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
- **PRONOUNS**
  - 8.10.D.iv: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. edit drafts using standard English conventions, including: pronoun-antecedent agreement;

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