

Arkansas Tutorials are designed specifically for the Arkansas Standards found in the Curriculum Framework documents to prepare students for the ACT Aspire in English, reading, writing, math and science tests.

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: Reading Reading Standards for Literature Craft and Structure Analyze how differences in the points of view and/or perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- L.8.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level. Interpret figures of speech (e.g., verbal irony, puns) in context.

- **PLOT**

- RL.8.3: Reading Reading Standards for Literature Key Ideas and Details 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.

Unit 2: Elements of Literature 2

- **THEME**

- RL.8.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

- **TRANSFORMING IDEAS**

- RL.8.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- RL.8.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.
- W.8.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, and research. Apply Grade 8 Reading standards to literature.

Unit 3: Literary Elements 1

- **STRUCTURE AND FORM**

- RL.8.5: Reading Reading Standards for Literature Craft and Structure Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.10: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.

- **FIGURATIVE LANGUAGE**

- RL.8.4: Reading Reading Standards for Literature Craft and Structure 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/or tone, including analogies or allusions to other texts when applicable.
- L.8.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level. Interpret figures of speech (e.g., verbal irony, puns) in context.

Unit 4: Literary Elements 2

- **CONNOTATION AND DENOTATION**

- RL.8.4: Reading Reading Standards for Literature Craft and Structure 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/or tone, including analogies or allusions to other texts when applicable.

- RI.8.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.
- L.8.5.C: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- **DRAMATIC CONVENTIONS**

- RL.8.10: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.

Unit 5: Reading Strategies 1

- **CENTRAL IDEA AND SUMMARY**

- RI.8.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- RL.8.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

- **AUTHOR'S PURPOSE**

- RI.8.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- RI.8.5: Reading Reading Standards for Informational Text Craft and Structure 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.8.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or 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: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- W.8.2.A: Writing Text Types and Purposes Write informative/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, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- SL.8.2: Speaking and Listening Comprehension and Collaboration Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5: Speaking and Listening Presentation of Knowledge and Ideas Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- **MAKING INFERENCES**

- RL.8.1: Reading Reading Standards for Literature Key Ideas and Details Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **COMPARING FICTION AND NONFICTION**

- RI.8.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Unit 7: Analyzing Informational Texts 1

- **WORD CHOICE**

- RI.8.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.
- L.8.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level. Interpret figures of speech (e.g., verbal irony, puns) in context.
- RL.8.4: Reading Reading Standards for Literature Craft and Structure 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/or tone, including analogies or allusions to other texts when applicable.

- RI.8.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **SYNTHESIZING INFORMATION**
 - RI.8.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 - RI.8.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 - RL.8.1: Reading Reading Standards for Literature Key Ideas and Details Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - RI.8.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **TEXT STRUCTURES**
 - RI.8.5: Reading Reading Standards for Informational Text Craft and Structure 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.

Unit 8: Analyzing Informational Texts 2

- **ANALYZING AN ARGUMENT**
 - RI.8.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze 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: Reading Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.
 - W.8.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, and research. Apply Grade 8 Reading standards to informational texts.
- **ANALYZING CONFLICTING EVIDENCE**
 - RI.8.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 - RI.8.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze 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.8.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, and research. Apply Grade 8 Reading standards to informational texts.

Unit 9: Writing 1

• PLANNING AND ORGANIZING

- W.8.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.10: Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.8.2.A: Writing Text Types and Purposes Write informative/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, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

• ESTABLISHING A FORMAL STYLE

- W.8.1.D: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
- W.8.2.D: Writing Text Types and Purposes Write informative/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 words to inform about or explain the topic.
- W.8.2.E: Writing Text Types and Purposes Write informative/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.
- W.8.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing,

rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- L.8.6: Language Vocabulary Acquisition and Use 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.

• **REVISING AND EDITING**

- W.8.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L.8.2.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing. Spell correctly.

Unit 10: Writing 2

• **WRITING AND TECHNOLOGY**

- W.8.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- RI.8.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze 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**

- W.8.2.A: Writing Text Types and Purposes Write informative/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, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.1.A: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

• **CONCLUSIONS**

- W.8.1.E: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and

supports the argument presented.

- W.8.2.F: Writing Text Types and Purposes Write informative/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 supports the information or explanation presented.

Unit 11: Writing 3

• USING TRANSITIONS

- W.8.1.C: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.2.C: Writing Text Types and Purposes Write informative/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.
- W.8.3.C: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

• DEVELOPING EXPOSITORY ESSAYS

- W.8.2.B: Writing Text Types and Purposes Write informative/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, and/or other information and examples.
- W.8.2.F: Writing Text Types and Purposes Write informative/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 supports the information or explanation presented.
- W.8.2.A: Writing Text Types and Purposes Write informative/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, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2.D: Writing Text Types and Purposes Write informative/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 words to inform about or explain the topic.

• DEVELOPING ARGUMENTATIVE ESSAYS

- W.8.1.A: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1.B: Writing Text Types and Purposes Write 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.
- W.8.1.E: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.1.C: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Unit 12: Writing 4

• IDENTIFYING ARGUMENTATIVE CLAIMS

- W.8.1.A: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1.B: Writing Text Types and Purposes Write 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.

• SHORT NARRATIVES

- W.8.3.A: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view/perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3.B: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3.C: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3.E: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that reflects on the narrated experiences or events.

- **NARRATIVE TECHNIQUES**

- W.8.3.B: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3.A: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view/perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3.C: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3.D: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Unit 13: Sentence Structure

- **PHRASES**

- L.8.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

- **SENTENCE TYPES**

- L.8.1.H: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

Unit 14: Verb Usage

- **VERB TENSE AND VOICE**

- W.8.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- L.8.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8.

Form and use verbs in the active and passive voice.

- L.8.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. Recognize and correct inappropriate shifts in verb voice.
- L.8.3.A: Language Knowledge of Language Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).

• VERB MOOD

- L.8.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. Form and use verbs in the active and passive voice.
- L.8.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. Recognize and correct inappropriate shifts in verb voice.
- L.8.1.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. Form and use verbs in the indicative, imperative, and interrogative mood.
- L.8.3.A: Language Knowledge of Language Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).
- L.8.3.B: Language Knowledge of Language Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening. Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.

• VERBALS

- L.8.1.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Unit 15: Word Usage 1

• CONTEXT CLUES

- RL.8.4: Reading Reading Standards for Literature Craft and Structure 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/or tone, including analogies or allusions to other texts when applicable.
- RI.8.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.

- L.8.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4.D: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **WORD RELATIONSHIPS**

- L.8.5.B: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level. Use the relationship between particular words to better understand each of the words.
- L.8.6: Language Vocabulary Acquisition and Use 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.

- **WORD ROOTS**

- L.8.4.B: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies. Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Unit 16: Word Usage 2

- **USING REFERENCE MATERIALS**

- L.8.4.C: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4.D: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.5.C: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings as appropriate for the grade level. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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- L.8.6: Language Vocabulary Acquisition and Use 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.

- **SPELLING RULES**

- L.8.2.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing. Spell correctly.

- **PUNCTUATION**

- L.8.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing. Use an ellipsis to indicate an omission.
- L.8.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing. Use punctuation (commas, ellipses, dashes) to indicate a pause or break.