

Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS 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 Literature Craft and Structure Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.4: Reading Reading 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, tone, or mood, including the impact of allusion and irony.
- L.8.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., verbal irony, puns) in context.

- **PLOT**

- RL.8.3: Reading Reading Literature Key Ideas and Details Analyze how particular lines of dialogue or incidents in a story, poem, 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 Literature Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.

• TRANSFORMING IDEAS

- RL.8.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
- RL.8.9: Reading Reading 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, including describing how the material is rendered new.
- W.8.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

Unit 3: Literary Elements 1

• STRUCTURE AND FORM

- RL.8.5: Reading Reading Literature Craft and Structure Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
- RL.8.10: Reading Reading Literature Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

• FIGURATIVE LANGUAGE

- RL.8.4: Reading Reading 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, tone, or mood, including the impact of allusion and irony.
- L.8.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., verbal irony, puns) in context.

Unit 4: Literary Elements 2

• CONNOTATION AND DENOTATION

- RL.8.4: Reading Reading 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, tone, or mood, including the impact of allusion and irony.

- RI.8.4: Reading Reading 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.
- L.8.5.c: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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 Literature Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

Unit 5: Reading Strategies 1

- **CENTRAL IDEA AND SUMMARY**

- RI.8.2: Reading Reading Informational Text Key Ideas and Details Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
- RL.8.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.

- **AUTHOR'S PURPOSE**

- RI.8.6: Reading Reading Informational Text Craft and Structure Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.2: Reading Reading Informational Text Key Ideas and Details Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
- RI.8.6: Reading Reading Informational Text Craft and Structure Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.5: Reading Reading Informational Text Craft and Structure Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.
- RI.8.6: Reading Reading Informational Text Craft and Structure Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Unit 6: Reading Strategies 2

- **TEXT AND VISUAL ELEMENTS**

- RI.8.7: Reading Reading 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 (e.g., essays, oral reports, biographical feature articles) 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; use paragraphs and sections to 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 presented in diverse media and formats (e.g., visually, quantitatively, orally) 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 components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **MAKING INFERENCES**
 - RL.8.1: Reading Reading Literature Key Ideas and Details Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
 - RI.8.1: Reading Reading Informational Text Key Ideas and Details Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

Unit 7: Analyzing Informational Texts 1

- **WORD CHOICE**
 - RI.8.4: Reading Reading 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.
 - L.8.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - RL.8.4: Reading Reading 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, tone, or mood, including the impact of allusion and irony.
 - RI.8.3: Reading Reading 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 Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.9: Reading Reading 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.
- RI.8.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **TEXT STRUCTURES**
 - RI.8.5: Reading Reading Informational Text Craft and Structure Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

Unit 8: Analyzing Informational Texts 2

- **ANALYZING AN ARGUMENT**
 - RI.8.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - RI.8.10: Reading Reading Informational Text Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
 - W.8.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
- **ANALYZING CONFLICTING EVIDENCE**
 - RI.8.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 - RI.8.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - W.8.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
 - RI.8.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- RI.8.9: Reading Reading 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.
- RI.8.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Unit 9: Writing 1

• PLANNING AND ORGANIZING

- W.8.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.8.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- 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.8.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 8).
- W.8.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
- W.8.10: Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.8.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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; use paragraphs and sections to 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 (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

- W.8.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.8.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
- W.8.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 8).
- L.8.3.b: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
- L.8.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
- **REVISING AND EDITING**
 - 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.8.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 8).
 - L.8.2.c: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

Unit 10: Writing 2

- **WRITING AND TECHNOLOGY**
 - W.8.6: Writing Production and Distribution of Writing Use technology, including current web-based communication platforms, 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 Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **INTRODUCTIONS**

- W.8.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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; use paragraphs and sections to 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 (e.g., essays, letters to the editor, advocacy speeches) 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 in paragraphs and sections.
- **CONCLUSIONS**
 - W.8.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 (e.g., essays, oral reports, biographical feature articles) 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**
 - W.8.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 (e.g., essays, oral reports, biographical feature articles) 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 experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 (e.g., essays, oral reports, biographical feature articles) 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.
 - W.8.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.

- W.8.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
- W.8.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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; use paragraphs and sections to 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.8.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
- **DEVELOPING ARGUMENTATIVE ESSAYS**
 - W.8.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 in paragraphs and sections.
 - W.8.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 (e.g., essays, letters to the editor, advocacy speeches) 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 (e.g., essays, letters to the editor, advocacy speeches) 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 (e.g., essays, letters to the editor, advocacy speeches) 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 in paragraphs and sections.
 - W.8.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
- W.8.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.

- **NARRATIVE TECHNIQUES**

- W.8.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
- W.8.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases and relevant descriptive details to convey a tone (the writers attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
- W.8.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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.

Unit 13: Sentence Structure

- **VERB TENSE AND VOICE**

- W.8.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 8).

- L.8.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.
- **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; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.

- **VERBALS**

Unit 14: Word Usage 1

- **CONTEXT CLUES**

- RL.8.4: Reading Reading 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, tone, or mood, including the impact of allusion and irony.
- RI.8.4: Reading Reading 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.
- 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 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.8.4.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 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.8.4.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 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.8.5.b: Language Vocabulary Acquisition and Use 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.

- L.8.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
- **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 strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Unit 15: 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 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 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- L.8.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
- **SPELLING RULES**
- L.8.2.c: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
- **PUNCTUATION**
- W.8.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 8).
- L.8.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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- L.8.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.
-