California Tutorials are designed specifically for the California Common Core State Standards and the California Next Generation Science Standards to prepare students for the Smarter Balanced Assessment Consortium (SBAC) exams and the California Science Tests.

English Tutorials offers 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

- **POINT OF VIEW**
  - CCSS.ELA-Literacy.RL.8.6: Reading Literature Craft and Structure Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
  - CCSS.ELA-Literacy.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**
  - CCSS.ELA-Literacy.RL.8.3: Reading 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.

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- **THEME**
  - CCSS.ELA-Literacy.RL.8.2: 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 the text.
- **TRANSFORMING IDEAS**
  - CCSS.ELA-Literacy.RL.8.2: 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 the text.
  - CCSS.ELA-Literacy.RL.8.9: 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.
  - CCSS.ELA-Literacy.W.8.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., 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).
  - CCSS.ELA-Literacy.W.8.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., 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).

Unit 2: Literary Elements

- **STRUCTURE AND FORM**
  - CCSS.ELA-Literacy.RL.8.5: Reading 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.
- **CONNOTATION AND DENOTATION**
  - CCSS.ELA-Literacy.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).
  - CCSS.ELA-Literacy.RL.8.4: 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 and tone, including analogies or allusions to other texts.
  - CCSS.ELA-Literacy.RI.8.4: 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

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meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **DRAMATIC CONVENTIONS**
  - CCSS.ELA-Literacy.RL.8.10: Reading 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 68 text complexity band independently and proficiently.

Unit 3: Reading Strategies

- **CENTRAL IDEA AND SUMMARY**
  - CCSS.ELA-Literacy.RI.8.2: Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CCSS.ELA-Literacy.RL.8.2: 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 the text.
- **AUTHOR'S PURPOSE**
  - CCSS.ELA-Literacy.RI.8.6: 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.
  - CCSS.ELA-Literacy.RI.8.2: Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - CCSS.ELA-Literacy.RI.8.6: 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 AND VISUAL ELEMENTS**
  - CCSS.ELA-Literacy.RI.8.7: 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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.RI.8.5.a: Reading 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. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.

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- **MAKING INFERENCES**
  - CCSS.ELA-Literacy.RL.8.1: Reading 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.
  - CCSS.ELA-Literacy.RI.8.1: Reading 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.

Unit 4: Analyzing Informational Texts

- **WORD CHOICE**
  - CCSS.ELA-Literacy.RI.8.4: 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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.RL.8.4: 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 and tone, including analogies or allusions to other texts.
  - CCSS.ELA-Literacy.RI.8.3: 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**
  - CCSS.ELA-Literacy.RI.8.9: 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.
  - CCSS.ELA-Literacy.RL.8.1: Reading 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.
  - CCSS.ELA-Literacy.RI.8.1: Reading 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.
- **ANALYZING AN ARGUMENT**
  - CCSS.ELA-Literacy.RI.8.8: 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.
  - CCSS.ELA-Literacy.RI.8.10: Reading 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 68 text complexity band independently and proficiently.

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- CCSS.ELA-Literacy.W.8.9.b: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., 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).

- **ANALYZING CONFLICTING EVIDENCE**
  - CCSS.ELA-Literacy.RI.8.6: 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.
  - CCSS.ELA-Literacy.RI.8.8: 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.
  - CCSS.ELA-Literacy.RI.8.6: 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.
  - CCSS.ELA-Literacy.RI.8.9: 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.
  - CCSS.ELA-Literacy.W.8.9.b: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., 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).

Unit 5: Writing 1

- **PLANNING AND ORGANIZING**
  - CCSS.ELA-Literacy.W.8.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, 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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.W.8.2.a: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement clearly, previewing what is to follow;

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organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **ESTABLISHING A FORMAL STYLE**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.W.8.2.e: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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.
  - CCSS.ELA-Literacy.W.8.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, 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.
  - CCSS.ELA-Literacy.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**
  - CCSS.ELA-Literacy.W.8.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, 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.
  - CCSS.ELA-Literacy.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.

Unit 6: Writing 2

- **INTRODUCTIONS**
  - CCSS.ELA-Literacy.W.8.2.a: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - CCSS.ELA-Literacy.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**
  - CCSS.ELA-Literacy.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.

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- CCSS.ELA-Literacy.W.8.2.f: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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.

- **USING TRANSITIONS**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.W.8.2.c: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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.
  - CCSS.ELA-Literacy.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.

Unit 7: Informative Writing

- **DEVELOPING EXPOSITORY ESSAYS**
  - CCSS.ELA-Literacy.W.8.2.b: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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.
  - CCSS.ELA-Literacy.W.8.2.f: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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.
  - CCSS.ELA-Literacy.W.8.2.d: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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.
  - CCSS.ELA-Literacy.W.8.2.a: Writing Text Types and Purposes Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement clearly, previewing what is to follow;

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organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.
- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.
- **WRITING AND TECHNOLOGY**
  - CCSS.ELA-Literacy.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.

Unit 8: Narrative Writing

- **SHORT NARRATIVES**
  - CCSS.ELA-Literacy.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 and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - CCSS.ELA-Literacy.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.

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- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.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 follows from and reflects on the narrated experiences or events.

- **NARRATIVE TECHNIQUES**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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 9: Sentence Structure

- **VERB TENSE AND VOICE**
  - CCSS.ELA-Literacy.W.8.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, 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.
  - CCSS.ELA-Literacy.L.8.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
  - CCSS.ELA-Literacy.L.8.1.d: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
  - CCSS.ELA-Literacy.L.8.3.a: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- **VERB MOOD**
  - CCSS.ELA-Literacy.L.8.1.d: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.

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- CCSS.ELA-Literacy.L.8.1.c: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- CCSS.ELA-Literacy.L.8.3.a: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

- **VERBALS**
  - CCSS.ELA-Literacy.L.8.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Unit 10: Word Usage 1

- **CONTEXT CLUES**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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).
  - CCSS.ELA-Literacy.RL.8.4: 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 and tone, including analogies or allusions to other texts.
  - CCSS.ELA-Literacy.RI.8.4: 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.
  - CCSS.ELA-Literacy.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**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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

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when considering a word or phrase important to comprehension or expression.

- **WORD ROOTS**
  - CCSS.ELA-Literacy.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 11: Word Usage 2

- **USING REFERENCE MATERIALS**
  - CCSS.ELA-Literacy.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).
  - CCSS.ELA-Literacy.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 or trace the etymology of words.
  - CCSS.ELA-Literacy.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**
  - CCSS.ELA-Literacy.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.
- **PUNCTUATION**
  - CCSS.ELA-Literacy.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.
  - CCSS.ELA-Literacy.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.

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