Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

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

- **POINT OF VIEW**
  - CC.1.3.8.D: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Analyze how differences in the points of view of the audience or readers (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **PLOT**
  - CC.1.3.8.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements 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**
  - CC.1.3.8.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme 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.
  - CC.1.2.8.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.2.8.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze the structure of the text through evaluation of the authors use of specific sentences and paragraphs to develop and refine a concept.
- **TRANSFORMING IDEAS**
  - CC.1.3.8.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme 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.
  - CC.1.3.8.H: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Unit 2: Literary Elements

- **STRUCTURE AND FORM**
  - CC.1.3.8.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text 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.
- **FIGURATIVE LANGUAGE**
  - CC.1.2.8.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.

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- CC.1.3.8.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

- **CONNOTATION AND DENOTATION**
  - CC.1.2.8.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
  - CC.1.3.8.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

Unit 3: Reading Strategies

- **CENTRAL IDEA AND SUMMARY**
  - CC.1.2.8.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea 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.
  - CC.1.3.8.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.2.8.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea 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.
  - CC.1.3.8.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme 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**
  - CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts

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with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- CC.1.2.8.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea 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.
- CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CC.1.2.8.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze the structure of the text through evaluation of the authors use of specific sentences and paragraphs to develop and refine a concept.

- **TEXT AND VISUAL ELEMENTS**
  - CC.1.2.8.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
  - CC.1.4.8.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.5.8.F: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Integration of Knowledge and Ideas Context Adapt speech to a variety of contexts and tasks.
  - CC.1.2.8.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Evaluate the

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advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

- CC.1.5.8.C: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Evaluating Information Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CC.1.5.8.E: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Integration of Knowledge and Ideas Multimedia Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

- **MAKING INFERENCES**
  - CC.1.2.8.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.3.8.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.2.8.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.2.8.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Unit 4: Analyzing Informational Texts 1

- **WORD CHOICE**
  - CC.1.2.8.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.

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- CC.1.3.8.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

- **SYNTHESIZING INFORMATION**
  - CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
  - CC.1.2.8.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
  - CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
  - CC.1.2.8.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
  - CC.1.2.8.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.3.8.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
  - CC.1.4.8.S: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- **TEXT STRUCTURES**

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- CC.1.2.8.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.8.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze the structure of the text through evaluation of the authors use of specific sentences and paragraphs to develop and refine a concept.
- CC.1.2.8.L: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 5: Analyzing Informational Texts 2

- **ANALYZING AN ARGUMENT**
  - CC.1.2.8.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
  - CC.1.2.8.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Evaluate authors arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
- **ANALYZING CONFLICTING EVIDENCE**
  - CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
  - CC.1.2.8.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Evaluate authors arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
  - CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view

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or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- CC.1.2.8.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- CC.1.2.8.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CC.1.2.8.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Unit 6: Writing 1

- **PLANNING AND ORGANIZING**
  - CC.1.4.8.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
  - CC.1.4.8.A: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
  - CC.1.4.8.X: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 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.
  - CC.1.4.8.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **ESTABLISHING A FORMAL STYLE**
  - CC.1.4.8.E.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style

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Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style.

- CC.1.4.8.K.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style.
- CC.1.4.8.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC.1.4.8.E.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Create tone and voice though precise language.
- CC.1.4.8.K.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC.1.4.8.K.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Create tone and voice though precise language.
- CC.1.4.8.Q.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Create tone and voice though precise language.
- CC.1.4.8.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

- **REVISING AND EDITING**
  - CC.1.4.8.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
- **WRITING AND TECHNOLOGY**
  - CC.1.4.8.U: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Technology and Publication 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.

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Unit 7: Writing 2

- **INTRODUCTIONS**
  - CC.1.4.8.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Identify and introduce the topic clearly, including a preview of what is to follow.
  - CC.1.4.8.H: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Introduce and state an opinion on a topic.
- **CONCLUSIONS**
  - CC.1.4.8.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
  - CC.1.4.8.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- **USING TRANSITIONS**
  - CC.1.4.8.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
  - CC.1.4.8.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
  - CC.1.4.8.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit 8: Informative Writing

- **DEVELOPING EXPOSITORY ESSAYS**

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- CC.1.3.8.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements 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.
- CC.1.4.8.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.8.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.8.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - CC.1.4.8.H: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Introduce and state an opinion on a topic.
  - CC.1.4.8.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
  - CC.1.4.8.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- **IDENTIFYING ARGUMENTATIVE CLAIMS**

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- CC.1.4.8.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.8.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Write arguments to support claims.
- CC.1.4.8.H: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Introduce and state an opinion on a topic.

Unit 9: Narrative Writing

- **SHORT NARRATIVES**
  - CC.1.4.8.M: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Write narratives to develop real or imagined experiences or events.
  - CC.1.4.8.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - CC.1.4.8.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - CC.1.4.8.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.
- **NARRATIVE TECHNIQUES**
  - CC.1.4.8.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - CC.1.4.8.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style

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Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.

- CC.1.4.8.K.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use sentences of varying lengths and complexities.
- CC.1.4.8.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use sentences of varying lengths and complexities.
- CC.1.4.8.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

Unit 10: Sentence Structure

- **VERB TENSE AND VOICE**
  - CC.1.4.8.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
  - CC.1.4.8.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.E.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Create tone and voice though precise language.
  - CC.1.4.8.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.Q.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.
  - CC.1.4.8.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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- **VERB MOOD**
  - CC.1.4.8.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.Q.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.
  - CC.1.4.8.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **VERBALS**
  - CC.1.4.8.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 11: Word Usage

- **CONTEXT CLUES**
  - CC.1.2.8.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.3.8.I: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual

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evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- CC.1.2.8.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
- CC.1.2.8.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
- CC.1.3.8.J: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 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.
- CC.1.3.8.K: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.2.8.J: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 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**
  - CC.1.4.8.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.8.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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- CC.1.4.8.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **PUNCTUATION**

- CC.1.4.8.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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