

## English 8 Essential Curriculum

Genre	Theme
Drama	Love and Friendship
Literary Nonfiction	Freedom
Science Fiction	Exploring the Unknown

### OVERVIEW

English 8 students learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students proficiently read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, grade-appropriate text.

#### **Love and Friendship**

Students develop an understanding of the types of relationships that exist between individuals and the bonds that often sustain the relationships. Students develop an understanding of and appreciation for the four types of *love*, love that goes beyond romance: storge, phileo, eros, and agape.

Additionally, students develop an understanding of how authors portray the connection between love and friendship are expressed by characters in literature, nonfiction, and diverse media texts such as art and modern song lyrics.

#### **Freedom**

In this unit, students develop an understanding of freedom through the exploration of literary fiction, nonfiction, and diverse media texts. Students develop an understanding of freedom and the relationship between freedom and responsibility. English teachers are encouraged to collaborate with social studies teachers during this unit, since cross-curricular connections will strengthen students' understanding of freedom and the role of freedom in American culture and history.

#### **Exploring the Unknown**

While science fiction examines humanity, it often approaches characters and experiences from a futuristic context. Students develop an understanding of how scientific discovery and innovation enhance and complicate lives. Students develop an understanding of the moral and ethical implications that accompany advances in science and/or technology.

## READING LITERATURE

### Key Ideas and Details

**RL.8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

#### **Objectives**

##### **Students will:**

- Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
- Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
- Demonstrate comprehension of a text with after reading strategies by
  - summarizing the text
  - drawing inferences
  - drawing conclusions
  - verifying or adjusting predictions
  - making new predictions
  - making connections between the text and oneself
- Analyze internal and/or external conflicts that motivate characters to grow.
- Explain the relationship between a biography, autobiography, or memoir and its historical and/or social context.
- Analyze words and phrases that create tone.
- Respond effectively to critical and analytical text-dependent questions
- Analyze relationships between and among characters, settings, and events.
- Analyze the author's purposeful use of language.
- Analyze internal and/or external conflicts that motivate characters and those that advance the plot.
- Analyze the events of the plot in various genres: exposition, rising action, climax, falling action and resolution.
- Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.
- Determine details that create the setting and/or mood in the text or a portion of the text
- Make connections among the characters, the setting, and the mood in the text or a portion of the text.
- Select multiple examples of evidence that confirms the important ideas and messages of a literary text.

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.
- Locate evidence to support how Shakespeare’s use of dramatic elements (aside, soliloquy, monologue, concealment, comic relief) moves the plot forward and provides insight into characters.
- Make connections among the acts in Shakespeare’s five-act structure.
- Identify the characteristics of the Shakespearean and Petrarchan sonnet.
- Make connections between the events in the each act and the Prologue’s opening sonnet.
- Distinguish between characteristics of ballad and sonnet.
- Identify and explain how rhyming techniques such iambic pentameter, rhymed couplets, slant and internal rhyme contribute to meaning.

**RL.8.2 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.**

### Objectives

#### Students will:

- Determine the interaction among characters, setting, and plot through a text.
- Examine the interaction of characters, setting, and plot to express a theme.
- Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.
- Analyze main ideas and universal themes:
  - Experiences, emotions, issues, and ideas in a text that give rise to the theme
  - Message, moral, or lesson learned from the text.
- Identify and explain personal connections to the text such as connections between personal experiences and the theme or main ideas.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.
- Examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text.
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**RL.8.3 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.**

### Objectives

#### Students will:

- Examine what a character in a story or drama thinks, says, or does.
- Connect how a character’s speech, thoughts, or action cause movement within the plot or drama.
- Show how a character’s speech or thoughts reflect the traits a character displays.

## **Craft and Structure**

**RL.8.4 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.**

### **Objectives**

#### **Students will:**

- Analyze how the actions of the character(s) affect the plot.
- Use context to determine the meaning of words.
- Examine the author's purpose in using sound elements of words
- Interpret analogies and literary allusions as a way to construct meaning in a literary text.
- Analyze specific words and phrases that contribute to meaning.
  - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning
  - Denotations of above-grade-level words used in context
  - Connotations of grade-appropriate words and phrases in context
- Analyze words and phrases that create tone.
- Demonstrate how figurative language contributes to meaning.
- 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.
- Recognize how the author uses poetic devices to evoke response.
- Analyze how sensory language contributes to meaning.
- Analyze how repetition and exaggeration contribute to meaning.
- Analyze the events of the plot: exposition, rising action, climax, falling action, resolution.

**RL.8.5 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.**

### **Objectives**

#### **Students will:**

- Demonstrate an understanding of literary structure.
- Explain how the structures of multiple texts such as are alike and different. (Shakespearean and Petrarchan sonnet)
- Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written. (Shakespearean five-act play)

**RL.8.6 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.**

## Objectives

### Students will:

- Demonstrate knowledge of mood.
- Compare and/or contrast one's own views to those of a character or characters.
- Explain how shared or opposing points of view between a reader and character can generate a specific mood.
- 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.

## Integration of Knowledge and Ideas

**RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**

## Objectives

### Students will:

- Demonstrate knowledge of elements of fiction.
- Demonstrate knowledge of elements of drama.
- Determine areas of differences and provide supporting details.
- Demonstrate knowledge of elements of poetry.
- Employ effective note-taking strategies when viewing or listening to text.
- Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.
- Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text.
- Explain the effects produced through audio, filmed, or staged versions of a literary text.
- Use details presented in diverse media and formats.

**RL.8.9 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.**

## Objectives

### Students will:

- Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts.
- Compare the literary elements of a modern fiction text to a traditional fiction text.

## Range of Reading and Text Complexity

**RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**

## Objectives

**Students will:**

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

**READING INFORMATIONAL TEXT**

**Key Ideas and Details**

**RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

**Objectives**

**Students will:**

- Analyze words and phrases that create tone.
- Respond effectively to critical and analytical text-dependent questions
- Draw conclusions or make generalizations about the text.
- Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
- Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
- Demonstrate comprehension of a text with after reading strategies by
  - summarizing the text drawing inferences
  - drawing conclusions
  - verifying or adjusting predictions
  - making new predictions
  - making connections between the text and oneself
- Among multiple pieces of evidence determine, select, and state the piece of evidence that confirms the meaning of an informational text.
- Among multiple pieces of evidence identify the piece of evidence that suggests logically what might be true about an author's purpose, opinion, important ideas, etc.
- Analyze the author's purposeful use of language.

**RI.8.2 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.**

**Objectives**

**Students will:**

- Synthesize main ideas to determine a central idea.
- Analyze main ideas and universal themes:

- Experiences, emotions, issues, and ideas in a text that give rise to the theme
- Message, moral, or lesson learned from the text.
- Determine the relevancy of the theme to society.
- Determine and examine the relationships between and among ideas throughout a text.
- Synthesize relevant evidence to formulate a central idea.
- Demonstrate understanding of elements of objectivity when conveying meaning.
- Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.

**RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

**Objectives**

**Students will:**

- Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text.
- Identify how the differences or likenesses between or among individuals, ideas, or events are revealed.
- Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among individuals, ideas, or events.

**Craft and Structure**

**RI.8.4 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.**

**Objectives**

**Students will:**

- Use evidence from an informational text to determine the effect of analogy and allusion to other texts on meaning of the text.
- Use context as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Determine the meaning of figures of speech in context.
- Determine the suggested meaning of connotations of words that address the same technical meaning.
- Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone.
- Use context to determine the meaning of words.
- Analyze specific words and phrases that contribute to meaning.
  - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning
  - Denotations of above-grade-level words used in context
  - Connotations of grade-appropriate words and phrases in context
- Demonstrate how figurative language contributes to meaning.

- Recognize how the author uses poetic devices to evoke response.

**RI.8.5 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.**

**Objectives**

**Students will:**

- Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description.
- Determine the author's purpose for the identified paragraph.
- Determine the relationship among certain sentences within the paragraph.
- Draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph.
- Evaluate the effectiveness of the structure in presenting the information.
- Use evidence from an informational text to support analysis of paragraph structure

**RI.8.6 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.**

**Objectives**

**Students will:**

- Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).
- Determine the difference between an author's position and any opposing positions.
- Examine the organization of the text to determine the transitions among ideas that signal and address opposing viewpoints.
- Use words, phrases, and clauses to clarify the relationships between claims, counterclaims, and reasons
- Analyze how the author develops his point of view
- Analyze evidence used to support the author's point of view.
- Evaluate the author's credibility.
- Determine how the author uses counterarguments to elevate/validate his/her assertion.

**Integration of Knowledge and Ideas**

**RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

**Objectives**

**Students will:**

- Employ effective note-taking strategies when viewing or listening to text.



- Demonstrate knowledge of various media capabilities when listening to or viewing dramatization of a literary text.
- Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.
- Determine how sound and sight affect the perception of words.
- Assess the value of one medium versus another for presentation of a specific topic

**RI.8.8 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.**

**Objectives**

**Students will:**

- Demonstrate knowledge of the organizational pattern of an argument.
- Assess the value of the argument based upon supported claims.
- Assess the credibility and accuracy of evidence.

**RI.8.9 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.**

**Objectives**

**Students will:**

- Analyze text for how the author develops main ideas and supporting details
- Explain how the focus on different information alters a reader's understanding of a topic.
- Explain how conclusions drawn about information alters a reader's understanding of a topic.
- Use knowledge of point of view and bias.
- Compare and contrast opposing information about the same topic from multiple texts.
- Determine the credibility of each text.
- Examine opposing portions of each text for bias.
- Draw conclusions about the purpose of opposing facts or interpretation of the facts.

**Range of Reading and Text Complexity**

**RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**

**Objectives**

**Students will:**

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.

- Set personal goals and conference regularly with adults to improve reading

## **WRITING**

**W.8.1.a Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence logically.**

### **Objectives**

#### **Students will:**

- Adapt the prewriting stage of the writing process to an argument, including developing alternate claims
- Gather information to support claims.
- Compare and contrast one's own claim or claims to all other claims.
- Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or claims.

**W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

### **Objectives**

#### **Students will:**

- Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.
- Use an established procedure to determine the accuracy of sources.
- Compose a draft of the body with attention to effective organization of support for a claim or claims.
- Use clear reasons and relevant evidence from the text to support claims.
- Use clear reasons and relevant evidence when using outside resources to develop and support claim/s.
- Evaluate the credibility of outside resources when using outside resources.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

### **Objectives**

#### **Students will:**

- Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons.
- Use transitions purposefully to support unity.
- Apply academic vocabulary to express relationships precisely.

**W.8.1.d Establish and maintain a formal style.**

### **Objectives**

**Students will:**

- Identify and apply those elements that distinguish formal from informal style.

**W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.**

**Objectives**

**Students will:**

- Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument.
- Provide a concluding statement or section that follows from the argument presented.

**W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

**Objectives**

**Students will:**

- Adapt planning and prewriting to address the demands of an informative text, including
  - refining the focus of a topic
  - gathering information on a specific topic
  - examining information to determine the ideas and concepts
  - effectively organizing of information within an established structure
  - including appropriate text features to aid understanding

**W.8.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

**Objectives**

**Students will:**

- Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources.
- Determine the most appropriate information gathered from a variety of reliable sources.
- Compose a draft of the body with attention to effective organization of information

**W.8.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

**Objectives**

**Students will:**

- Use accurately grade-appropriate general academic and domain-specific words
- Use words or phrases important to comprehension

**W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**W.8.2.e Establish and maintain a formal style.**

**Objectives**

**Students will:**

- Distinguish those elements that create formal from informal style.
- Use specific words or phrases that support a consistent formal style.

**W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.**

**Objectives**

**Students will:**

- Compose a draft of a conclusion that
  - integrates key components of the explanation and
  - provides reinforcement for the explanation of a topic
- Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose.

### **Production and Distribution of Writing**

**W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

**W.8.5. 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.**

**W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**

**Objectives**

**Students will:**

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”
- Use keyboard and mouse effectively and efficiently.
- Use technology responsibly.
- Use technology to enhance learning and collaboration.

- Use technology for communication.
- Use technology to locate, evaluate, and organize information.
- Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions.

### **Research to Build and Present Knowledge**

**W.8.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**

#### **Objectives**

**Students will:**

- Follow an inquiry process.
- Define a problem, formulate questions, and refine a problem and/or question.
- Locate and evaluate resources.
- Find data and/or information within a variety of print or digital sources
- Use a variety of formats to prepare the findings/conclusions for sharing.
- Employ the Big6 process model for research
- Share findings and/or conclusions through a variety of print and multimedia venues.

**W.8.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

#### **Objectives**

**Students will:**

- Locate and evaluate resources.
- Develop search terms vocabulary and searching strategies.
- Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions.
- Evaluate and analyze the quality, accuracy, and sufficiency of notes.
- Use appropriate bibliographic information.
- Document sources using MLA format.

**W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

#### **Objectives**

**Students will:**

- Apply grade 8 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- Apply grade 8 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

**SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

#### **Objectives**

**Students will:**

- Probe and reflect on ideas , topics , or issues within the text, drawing explicitly from evidence in the text.
- Demonstrate rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.8.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Reading Standard ~ Craft and Structure)**

**SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Writing Standard 1 connection)**

### **Presentation of Knowledge and Ideas**

**SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**

**SL.8.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

#### **Objectives**

**Students will:**

- Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.
- Follow fair use policies when incorporating multimedia components from other sources.

**SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

## **LANGUAGE**

**L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**Objectives**

**Students will:**

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

**L.8.2 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.
- Use an ellipsis to indicate an omission
- Spell correctly.

**Knowledge of Language**

**L.8.3 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).

**Vocabulary Acquisition and Use**

**L.8.4 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 as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word .
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase .

**L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations(definitions).

**L.8.6 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.**

