March The Giver Novel Study Gr. 8

Content Area: **English**
Course(s): **Language Arts**
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit is a study of the Novel, the Giver, by Lois Lawry. Students will complete exercises in comprehension, reading and writing throughout the unit to cover common core requirements at the 8th grade level.

Enduring Understandings

A good reader and writer will use a quality novel to extend thier understanding of the world around them, and apply thier learning to becoming more critical thinkers, expressive writers and productive 21st century citizens.

Essential Questions

Objectives:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- 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
- Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision
- 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
- 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
- Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor
- Analyze the extent to which a filmed production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from religious works such as the Bible, including describing how the material is rendered new
- Read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently
- 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
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events

- 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
- 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
- Read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently
- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically
- Support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the text
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence
- Establish and maintain a formal style
- Provide a concluding statement that follows from and supports the argument presented
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Provide a concluding statement or section that follows from and supports the information or explanation presented
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- 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
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply grade 8 Reading standards to literature
- Apply grade 8 Reading standards to literary nonfiction
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Follow rules for collegial discussions and decision-making
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use punctuation to indicate a pause or break
- Use an ellipsis to indicate an omission
- Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, and listening
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content
- 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
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Interpret figures of speech in context
- Use the relationship between particular words to better understand each of the words
- Distinguish among the connotations of words with similar denotations
- 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
- improve student knowledge of vocabulary
- Connect rules with our democratic system of checks and balances

Instructional Strategies & Learning Activities

The Giver Unit

- Introduce vocabulary lesson.
- Exercises using a found newspaper article of importance.
- Share and respond.

Assessment: group work, open-ended responses

- pre-reading questions for *The Giver*. Students respond to open-ended question

Assessment: homework, open-ended response

- Oral discussion on freedom of choice,

Assessment: homework, brainstorming

- Continue reading *The Giver.*
- Reading comprehension questions for chapter.

Assessment: homework, record rules, prediction

- Complete WWWB vocabulary test.
- Finish reading chapters 1-3 of *The Giver.* Literary Skills-Mood worksheet a

Assessment: test, worksheet

- Introduce next vocabulary lesson.
- S*tudents respond to reading comprehension question*

Assessment: reading comprehension quiz, prediction

Continue with each chapter assignment

- Comprehension questions
- discussion
- predictions
- Introduce analytical paragraph format on Google Classroom
- Students will then use the analytical format to respond to questions:

Assessment: reading comprehension questions, explanatory analytical paragraph

- Introduce literary element: allusion.

Assessment: explanatory analytical paragraph, discussion

- Students respond to questions with argumentative essay
- **Assessment:** test, argumentative essay, discussion
- Who Has the Power? (Connection to Social Studies: 3 branches of government)

Assessment: homework, chapter 6 response

- *students respond to questions on Chapter 7:*

- Discuss chapter 7

Assessment: reading comprehension questions, homework

- Rite of Passage Ceremony:

Assessment: badge; ceremony participation

- assignment badges.
- Students share responses with a partner on Google Docs and teacher for revision feedback and then revise.
- Read chapter 8 orally

Assessment: differentiated open-ended responses

- Read Ch. 9
- Literary Skills- Character development

Assessment: Literary Skills: Character Development; chapter 9 response

- explanatory open-ended responses on Google with a partner and peer-assess.
- Explanitory writing assignment

Assessment: reading comprehension, discussion, snow response

- Brain Pop quiz

Assessment: Show, Don't Tell Brain Pop quiz, informative/explanatory snow description revision

- Continue with chapters 10, 11
- Complete chapter 11 *The Giver* narrative prompt on Google Docs:

Assessment: reading comprehension quiz, narrative description

- Introduce next WWWB vocabulary words.
- Share memory narrative descriptions.
- Read chapter 12

Assessment: narrative description; response

- Narrative descriptive lesson

Assessment: game

- Show YouTube video: A Pep Talk from Kid President to You, Be the Change
- Discussion of Chapter 14 and relation to film
- Summarize chapter 15.
- Respond to informative/explanatory writing invitation found on Google Classroom page:
- Begin orally reading chapter 16.

Assessment: homework, informative/explanatory writing invitation

Continue with chapters 16 and 17

- Reading
- Discussion
- Writing exercises
- Socratic Circle discussion

Assessment: reading comprehension quiz, discussion, informative/explanatory differentiated responses

- informative/explanatory differentiated questions

Assessment: informative/explanatory differentiated responses, discussion, narrative writing invitation

Chapters 20

- Chomprehension questions
- Discussion
- Writing assignment

Assessment: reading comprehension questions; shared song/emotions evoked written responses

- Orally read chapter 21 and discuss.
- Respond to the prompt found in Google Classroom:

Assessment: homework, prompt response

- Summarize chapter 22 reading. Orally read final chapter 23.

Assessment: homework, discussion, reading comprehension vocabulary test

- Literary Skills: Ambiguous Endings and share results.
- Culminating activity

Assessment: test, ambiguous endings

- Character Analysis Graphic Organizer

Assessment: graphic organizer

- Character Analysis informative/explanatory essay.
- grammar/comma usage video.

Assessment: interactive grammar activity

- View the film version of *The Giver*.
- Students will then write an explanatory essay comparing and contrasting

Assessment: draft essay; revisions; final essay

- use a passage from *The Giver* to construct a found poem.

Assessment: found poem

- Pre-reading activities for "Harrison Bergeron" by Kurt Vonegut:
- Reading Strategies for satire
- e Discussion Web
- Reflective Activity

- **Assessment:** homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms

	of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Technology and Design Integration

Students will interact with the unit using the Smartboard, Google Classroom, document camera and Chromebooks.

CS	Computing Systems
	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.

Interdisciplinary Connections

1.5.8.Cr	Creating
1.5.8.Cr1	Generating and conceptualizing ideas.
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Pr6	Conveying meaning through art.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Creative choices allows for students to work at thier appropriate challenge level though classwork and discussion, and plans infuse personal choice into the presentations.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Modifications and accomodations as determined by IEP's.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:
:

Aimsweb testing

Writing samples

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Assessment: homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

See imbedded assessment in daily lessons.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Assessment: homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

Instructional Materials

Materials: *Wordly Wise 8*; *The Giver;* pre-reading questions for *The Giver;* quiz, Notice and Note As You Read log; Literary Skills – Mood worksheet; Analytical Paragraph Format and example;

Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.8	(Not applicable to literature)
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.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.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.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.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.3.A	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.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	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.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.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.
LA.W.8.6	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.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.9.A	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”).
LA.W.8.9.B	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”).
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	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.
LA.SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.3.A	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).
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.D	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).
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.8.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).