Respect Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All *Kindness in the Classroom®* lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention’s National Health Education Standards (NHES), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: The Mindset of Respect

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td><strong>Standard 1. Understanding concepts</strong>&lt;br&gt;1.8.1 - Analyze the relationship between healthy behaviors and personal health.&lt;br&gt;1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</td>
<td><strong>English Language Arts Standards</strong>&lt;br&gt;<strong>Speaking &amp; Listening</strong>&lt;br&gt;<strong>Comprehension and Collaboration:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.8.1&lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.&lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.A&lt;br&gt;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.&lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.B&lt;br&gt;Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.&lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.C&lt;br&gt;Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.&lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.D&lt;br&gt;Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.&lt;br&gt;CCSS.ELA-LITERACY.SL.8.2&lt;br&gt;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.&lt;br&gt;<strong>Presentation of Knowledge and Ideas:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.8.4&lt;br&gt;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.</td>
</tr>
<tr>
<td>Self-management</td>
<td><strong>Standard 2. Analyzing influences</strong>&lt;br&gt;2.8.6 - Analyze the influence of technology on personal and family health.*&lt;br&gt;2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.</td>
<td><strong>Language</strong>&lt;br&gt;<strong>Conventions of Standard English:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.8.1&lt;br&gt;Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Social awareness</td>
<td><strong>Standard 5. Decision-making</strong>&lt;br&gt;5.8.1 - Identify circumstances that can help or hinder healthy decision making.&lt;br&gt;5.8.4 - Distinguish between healthy and unhealthy alternatives to health-related issues or problems.&lt;br&gt;5.8.6 - Choose healthy alternatives over unhealthy alternatives when making a decision.</td>
<td><strong>Knowledge of Language:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.8.3&lt;br&gt;Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td><strong>Standard 6. Goal-setting</strong>&lt;br&gt;6.8.1 - Assess personal health practices.&lt;br&gt;6.8.3 - Apply strategies and skills needed to attain a personal health goal.</td>
<td><strong>Methodology:</strong>&lt;br&gt;<strong>Research:</strong>&lt;br&gt;CCSS.ELA-LITERACY.L.8.4&lt;br&gt;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.</td>
</tr>
<tr>
<td>Reflecting</td>
<td><strong>Standard 7. Practicing healthy behaviors</strong>&lt;br&gt;7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td><strong>Technology:</strong>&lt;br&gt;<strong>Presentation:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.8.4&lt;br&gt;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.</td>
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</table>

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CCSS.ELA-LITERACY.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).

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.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.
Lesson 2: Fixed Mindset vs. Growth Mindset

**CASEL**

- Self-awareness
  - Identifying emotions
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence
  - Self-efficacy

- Self-management
  - Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation
  - Goal-setting

- Social awareness
  - Perspective-taking

- Responsible decision-making
  - Analyzing situations
  - Evaluating
  - Reflecting

**NHES**

- **Standard 1. Understanding concepts**
  - 1.8.1 - Analyze the relationship between healthy behaviors and personal health.
  - 1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

- **Standard 2. Analyzing influences**
  - 2.8.1 - Examine how the family influences the health of adolescents.
  - 2.8.3 - Describe how peers influence healthy and unhealthy behaviors.
  - 2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.
  - 2.8.5 - Analyze how messages from media influence health behaviors.
  - 2.8.6 - Analyze the influence of technology on personal and family health.*

- **Standard 6. Goal-setting**
  - 6.8.1 - Assess personal health practices.

- **Standard 7. Practicing healthy behaviors**
  - 7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

**Common Core**

- **English Language Arts Standards**
  - Speaking & Listening

  **Comprehension and Collaboration:**
  - CCSS.ELA-LITERACY.SL.8.1
    - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

  - CCSS.ELA-LITERACY.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.

  - CCSS.ELA-LITERACY.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.

  - CCSS.ELA-LITERACY.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.

  - CCSS.ELA-LITERACY.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.

- **Presentation of Knowledge and Ideas**
  - CCSS.ELA-LITERACY.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.

- **Language**
  - **Conventions of Standard English:**
    - CCSS.ELA-LITERACY.L.8.1
      - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  - **Knowledge of Language:**
    - CCSS.ELA-LITERACY.L.8.3
      - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

    - CCSS.ELA-LITERACY.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).

- **Vocabulary Acquisition and Use**
  - CCSS.ELA-LITERACY.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.

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## Lesson 3: Self-Image and Self-Esteem

### CASEL

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying emotions</td>
<td><strong>Standard 1. Understanding concepts</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td>1.8.1 - Analyze the relationship between healthy behaviors and personal health.</td>
<td><strong>Speaking &amp; Listening</strong></td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td></td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1B</strong> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
</tbody>
</table>

| Self-management | **Standard 2. Analyzing influences** | **CCSS.ELA-LITERACY.SL.8.1C** Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. |
| Impulse control | 2.8.1 - Examine how the family influences the health of adolescents. | **CCSS.ELA-LITERACY.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. |
| Stress management | 2.8.3 - Describe how peers influence healthy and unhealthy behaviors. | **Presentation of Knowledge and Ideas:** |
| Self-discipline | 2.8.4 - Analyze how the school and community can affect personal health practices and behaviors. | **CCSS.ELA-LITERACY.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. |
| Self-motivation | 2.8.5 - Analyze how messages from media influence health behaviors. | **Language** |
| Goal-setting | 2.8.6 - Analyze the influence of technology on personal and family health.* | **Conventions of Standard English:** |
| Social awareness | 2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors. | **CCSS.ELA-LITERACY.L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| Perspective-taking | **Standard 6. Goal-setting** | **Knowledge of Language:** |
| Relationship skills | 6.8.1 - Assess personal health practices. | **CCSS.ELA-LITERACY.L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| Communication | 6.8.3 - Apply strategies and skills needed to attain a personal health goal. | **CCSS.ELA-LITERACY.L.8.3A** 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). |

| Responsible decision-making | **Standard 7. Practicing healthy behaviors** | **Vocabulary Acquisition and Use:** |
| Analyzing situations | 7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others. | **CCSS.ELA-LITERACY.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. |
| Solving problems | | |
| Evaluating | | |
| Reflecting | | |

### ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

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Lesson 4: Respect is a Human Right

**CASEL**

**Self-awareness**
Identifying emotions

**Self-management**
Self-discipline
Goal-setting
Organizational skills

**Social awareness**
Perspective-taking
Empathy
Appreciating diversity
Respect for others

**Relationship skills**
Communication
Social engagement
Relationship-building
Teamwork

**Responsible decision-making**
Analyzing situations
Evaluating
Reflecting
Ethical responsibility

**ISTE**

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

**Standard 1. Understanding concepts**
1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

**Standard 2. Analyzing influences**
2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.6 - Analyze the influence of technology on personal and family health.*
2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.10 - Explain how school and public health policies can influence health promotion and disease prevention.

**Standard 7. Practicing healthy behaviors**
7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.

**Standard 8. Advocating**
8.8.3 - Work cooperatively to advocate for healthy individuals, families, and schools.

**NHES**

**English Language Arts Standards**

**Reading: Informational Text**
CCSS.ELA-LITERACY.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.

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

**Range of Reading and Level of Text Complexity:**
CCSS.ELA-LITERACY.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.

**Speaking & Listening**

**Comprehension and Collaboration:**
CCSS.ELA-LITERACY.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

**Presentation of Knowledge and Ideas:**
CCSS.ELA-LITERACY.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.

**Language**

**Conventions of Standard English:**
CCSS.ELA-LITERACY.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Knowledge of Language:**
CCSS.ELA-LITERACY.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.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).

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Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.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.
### Project 1: Growth Mindset & Respect Bathroom Posters

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<td><strong>Standard 1. Understanding concepts</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td>1.8.2 - Describe the interpersonal relationships of emotional, intellectual, physical, and social health in adolescence.</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Self-confidence</td>
<td>1.8.3 - Analyze how the environment affects personal health.</td>
<td><strong>Text Types and Purposes:</strong></td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td><strong>Standard 2. Analyzing influences</strong></td>
<td><strong>CCSS.ELA-LITERACY.W.8.2</strong></td>
</tr>
<tr>
<td>Self-discipline</td>
<td>2.8.3 - Describe how peers influence healthy and unhealthy behaviors.</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.</td>
<td><strong>CCSS.ELA-LITERACY.W.8.2.D</strong></td>
</tr>
<tr>
<td>Goal-setting</td>
<td><strong>Standard 6. Goal-setting</strong></td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>6.8.1 - Assess personal health practices.</td>
<td><strong>Production and Distribution of Writing:</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td>6.8.3 - Apply strategies and skills needed to attain a personal health goal.</td>
<td><strong>CCSS.ELA-LITERACY.W.8.4</strong></td>
</tr>
<tr>
<td>Perspective-taking</td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Empathy</td>
<td>7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td><strong>Speaking &amp; Listening</strong></td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td><strong>Standard 8. Advocating</strong></td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td>Respect for others</td>
<td>8.8.2 - Demonstrate how to influence and support others to make positive health choices.</td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1</strong></td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td>8.8.3 - Work cooperatively to advocate for healthy individuals, families, and schools.</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>Communication</td>
<td>8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.</td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1.B</strong></td>
</tr>
<tr>
<td>Social engagement</td>
<td><strong>Standard 3. Analyzing interpersonal influences</strong></td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>3.8.3 - Explain strategies and skills needed to sustain a personal health goal.</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td><strong>Standard 4. Goal-setting</strong></td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1.D</strong></td>
</tr>
<tr>
<td>Analyzing situations</td>
<td>4.8.1 - Assess personal health practices.</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
</tr>
<tr>
<td>Solving problems</td>
<td>4.8.3 - Apply strategies and skills needed to achieve a personal health goal.</td>
<td><strong>CCSS.ELA-LITERACY.SL.8.2</strong></td>
</tr>
<tr>
<td>Evaluating</td>
<td><strong>Standard 8. Practicing healthy behaviors</strong></td>
<td>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.</td>
</tr>
<tr>
<td>Reflecting</td>
<td>8.8.2 - Demonstrate how to influence and support others to make positive health choices.</td>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td>8.8.3 - Work cooperatively to advocate for healthy individuals, families, and schools.</td>
<td><strong>CCSS.ELA-LITERACY.SL.8.4</strong></td>
</tr>
<tr>
<td><strong>ISTE</strong></td>
<td>8.8.4 - Identify ways in which health messages and communication techniques can be altered for different audiences.</td>
<td>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.</td>
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</table>

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Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.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.