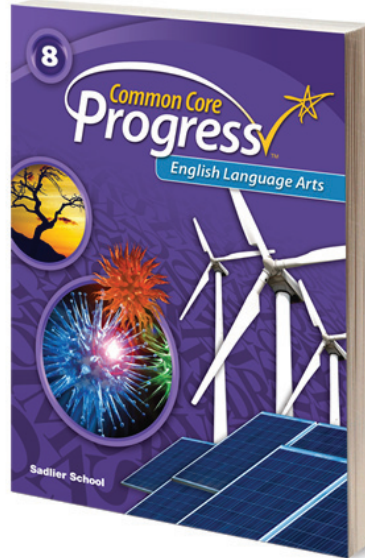


SADLIER

# Common Core Progress English Language Arts



Aligned to the

## Missouri Common Core State Standards for English Language Arts

### Grade 8

#### Contents

- 2 Reading Standards for Literature
- 5 Reading Standards for Informational Text
- 8 Writing Standards
- 17 Speaking and Listening Standards
- 20 Language Standards

## Reading Standards for Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

### Key Ideas and Details

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.
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.
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.

### Craft and Structure

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.
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.

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

### Unit 1 Reading Literature: Key Ideas and Details

**Analyze Meaning:** “The Judgment of Paris” (Greek Myth)—pp. 12–19

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “One Step Closer to Freedom” (Native American Inuit Myth)—pp. 36–41  
Unit 1 Common Core Review— pp. 44–46  
Performance Task—Online

### Unit 1 Reading Literature: Key Ideas and Details

**Analyzing Theme and Summarizing:** “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “One Step Closer to Freedom” (Native American Inuit Myth)—pp. 36–41  
Unit 1 Common Core Review— pp. 44–46  
Performance Task—Online

### Unit 1 Reading Literature: Key Ideas and Details

**Analyzing Plot and Character:** “Good Sports” (Drama)—pp. 28–35

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “One Step Closer to Freedom” (Native American Inuit Myth)—pp. 36–41  
Unit 1 Common Core Review— pp. 44–46  
Performance Task—Online

### Unit 5 Reading Literature: Craft and Structure

**Analyzing Word Choice:** “Boston” by Ralph Waldo Emerson (Poem)— pp. 116–123

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145  
Unit 5 Common Core Review— pp. 148–150  
Performance Task—Online

### Unit 5 Reading Literature: Craft and Structure

**Comparing and Contrasting Text Structures:** “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)— pp. 124–131

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145  
Unit 5 Common Core Review— pp. 148–150  
Performance Task—Online

## Reading Standards for Literature

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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.

### Integration of Knowledge and Ideas

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.

8. (Not applicable to literature)

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.

### Range of Reading and Level of Text Complexity

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.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### Unit 5 Reading Literature: Craft and Structure

**Analyzing Point of View:** “To Build a Fire” (Adventure)— pp. 132–139

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115

Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145

Unit 5 Common Core Review— pp. 148–150

Performance Task—Online

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Analyzing Adaptations of Fiction:** “The Red Badge of Courage” by Stephen Crane (excerpt) (Novel)— pp. 220–227

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Close Reading: “Little Women” (Historical Fiction)/“Little Women” (Film Script)—pp. 236–241

Unit 9 Common Core Review— pp. 244–246

Performance Task—Online

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Analyzing Sources of Fiction:** “The Letter Quest” (Realistic Fiction)—pp. 228–235

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Close Reading: “Little Women” (Historical Fiction)/“Little Women” (Film Script)—pp. 236–241

Unit 9 Common Core Review— pp. 244–246

Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

**Analyze Meaning:** “The Judgment of Paris” (Greek Myth)—pp. 12–19

**Analyzing Theme and Summarizing:** “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27

**Analyzing Plot and Character:** “Good Sports” (Drama)—pp. 28–35

**Close Reading:** “One Step Closer to Freedom” (Native American Inuit Myth)—pp. 36–41

**Connect Across Texts:** Support a Claim—p. 42

**Unit 1 Common Core Review:** “Searching for Treasure”/“Searching for Ghosts”—pp. 44–46

## Reading Standards for Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

### **Unit 5 Reading Literature: Craft and Structure**

**Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115

**Craft and Structure: Comprehension Check**—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

**Analyzing Word Choice:** “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123

**Comparing and Contrasting Text Structures:** “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131

**Analyzing Point of View:** “To Build a Fire” (Adventure)—pp. 132–139

**Close Reading:** “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145

**Connect Across Texts:** Compare and Contrast Texts—p. 146

**Unit 5 Common Core Review:** “On the Trail”/“On the Road”—pp. 148–150

### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

**Analyzing Adaptations of Fiction:** “The Red Badge of Courage” by Stephen Crane (excerpt) (Novel)—pp. 220–227

**Analyzing Sources of Fiction:** “The Letter Quest” (Realistic Fiction)—pp. 228–235

**Close Reading:** “Little Women” (Historical Fiction)/“Little Women” (Film Script)—pp. 236–241

**Connect Across Texts:** Compare and Contrast Texts—p. 242

**Unit 9 Common Core Review:** “The Legend of Sleepy Hollow”/“Sleepy Hollow Legends”—pp. 244–246

### **Performance Task 1**

**Part 1: Literary Analysis**—pp. 311–314

**Part 2: Narrative Writing**—pp. 311, 315–317

### **Performance Task 2**

**Part 1: Literary Analysis**—pp. 321–324

**Part 2: Narrative Writing**—pp. 321, 325–327

## Reading Standards for Informational Text

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

### Key Ideas and Details

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.

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.

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

### Craft and Structure

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.

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.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Drawing Inferences:** “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)”  
Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93  
Unit 3 Common Core Review— pp. 96–98  
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Determining Central Idea and Details/Summarizing:**  
“American Labor and the Great Depression” (Online Article)—  
pp. 72–79

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)”  
Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93  
Unit 3 Common Core Review— pp. 96–98  
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Analyzing Relationships in a Text:** “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)”  
Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93  
Unit 3 Common Core Review— pp. 96–98  
Performance Task—Online

**Unit 7 Reading Informational Text: Craft and Structure**  
**Understanding Technical Language:** “Near-Earth Objects” (Science Magazine Article)— pp. 168–175

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—  
pp. 192–197  
Unit 7 Common Core Review— pp. 200–202  
Performance Task—Online

**Unit 7 Reading Informational Text: Craft and Structure**  
**Analyzing Text Structure:** “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—  
pp. 192–197  
Unit 7 Common Core Review— pp. 200–202  
Performance Task—Online

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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.

### Integration of Knowledge and Ideas

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.

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.

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.

### Range of Reading and Level of Text Complexity

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.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### Unit 7 Reading Informational Text: Craft and Structure

**Determining Author's Point of View and Purpose:** "The Power of Solar Energy" (Persuasive Essay)—pp. 184–191

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: "The Wonders of Medical Imaging" (Magazine Article)—pp. 192–197  
Unit 7 Common Core Review— pp. 200–202  
Performance Task—Online

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Evaluating Different Mediums:** "Types of Food Preservation: Pasteurization" (Web Article)—pp. 264–271

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "Radio Waves: From Then to Now" (Web Article)/"Don't Touch That Dial" (Editorial)—pp. 288–293  
Unit 11 Common Core Review— pp. 296–298  
Performance Task—Online

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Evaluating Evidence and Reasoning:** "Remarks by the President on America's Energy Security" by Barack Obama (abridged) (Speech)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "Radio Waves: From Then to Now" (Web Article)/"Don't Touch That Dial" (Editorial)—pp. 288–293  
Unit 11 Common Core Review— pp. 296–298  
Performance Task—Online

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Analyzing Conflicting Information:** Op-Ed: "President's Clean Energy Plan Must Be Refocused" by staff writer (Opinion Piece)—pp. 280–287

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "Radio Waves: From Then to Now" (Web Article)/"Don't Touch That Dial" (Editorial)—pp. 288–293  
Unit 11 Common Core Review— pp. 296–298  
Performance Task—Online

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect**—pp. 61–62

**Key Ideas and Details: Comprehension Check**—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** "American Women and the Right to Vote" (Explanatory Text)—pp. 64–71

## Reading Standards for Informational Text

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**Determining Central Idea and Details/Summarizing:**

“American Labor and the Great Depression” (Online Article)—pp. 72–79

**Analyzing Relationships in a Text:** “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87

**Close Reading:** “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93

**Connect Across Texts:** Compare and Contrast Texts—p. 94

**Unit 3 Common Core Review:** “The Beginnings of World War I”/“Address to Congress” (April 2, 1917)—pp. 96–98

**Unit 7 Reading Informational Text: Craft and Structure**

**Introducing Unit 7/Home Connect**—pp. 165–166

**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

**Understanding Technical Language:** “Near-Earth Objects” (Science Magazine Article)—pp. 168–175

**Analyzing Text Structure:** “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183

**Determining Author’s Point of View and Purpose:** “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191

**Close Reading:** “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197

**Connect Across Texts:** Compare and Contrast Texts—p. 198

**Unit 7 Common Core Review:** “The VCS 1: A Smart Choice”/“Microcars: Not Smart and Not Safe”—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas: Comprehension Check**—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

**Evaluating Different Mediums:** “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271

**Evaluating Evidence and Reasoning:** “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279

**Analyzing Conflicting Information:** Op-Ed: “President’s Clean Energy Plan Must Be Refocused” by staff writer (Opinion Piece)—pp. 280–287

**Close Reading:** “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293

**Connect Across Texts:** Support a Claim—p. 294

**Unit 11 Common Core Review:** “The Telephone at the Centennial” by Walter Kellogg Towers/“Museum Exhibit: History of the Telephone”—pp. 296–298



## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### **Unit 10 Text Types and Purposes: Write Argumentative Essays**

##### **Read a Student Model/Outline an Argumentative Essay:**

Analyze a student model/organize and draft an argumentative essay—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the argumentative essay started on p. 253—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

#### **Unit 10 Text Types and Purposes: Write Argumentative Essays**

##### **Read a Student Model/Outline an Argumentative Essay:**

Creating an Organizational Structure/Introducing the Topic and Writer's Claim/Addressing Counterclaims/Organizing Evidence Logically—pp. 250–253

#### **Unit 10 Text Types and Purposes: Write Argumentative Essays**

##### **Read a Student Model/Outline an Argumentative Essay:**

Supporting Claims with Relevant Reasons and Evidence/Using Sources That Are Credible and Accurate—pp. 251, 253

#### **Unit 10 Text Types and Purposes: Write Argumentative Essays**

##### **Read a Student Model/Outline an Argumentative Essay:**

Connecting Ideas with Transition Words, Phrases, and Clauses—pp. 252–253

#### **Unit 10 Text Types and Purposes: Write Argumentative Essays**

##### **Read a Student Model/Outline an Argumentative Essay:**

Including Academic Language and Maintaining a Formal Tone—pp. 250, 253

#### **Unit 10 Text Types and Purposes: Write Argumentative Essays**

##### **Read a Student Model/Outline an Argumentative Essay:**

Providing a Conclusion That Restates the Claim and Includes a Call to Action—pp. 252–253

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

##### **Read a Student Model/Outline an Informative/Explanatory Essay:**

Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101



## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

- 
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

#### **Read a Student Model/Outline an Evidence-Based Essay:**

Analyze a student model/organize and draft an evidence-based essay— pp. 154–157

**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

#### **Read a Student Model/Use Index Cards/Outline a Research Report:**

Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

### **Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

### **Performance Task 2**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

#### **Read a Student Model/Outline an Informative/Explanatory Essay:**

Creating an Organizational Structure/Introducing the Topic/Organizing Ideas/Using Formatting (subheads) and Graphics—pp. 102–105

### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

#### **Read a Student Model/Outline an Evidence-Based Essay:**

Creating an Organizational Structure/Introducing the Topic/Previewing the Content—pp. 154–157

### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

#### **Read a Student Model/Use Index Cards/Outline a Research Report:**

Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Using Subheads to Group Related Information—pp. 206–208, 210

### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

#### **Read a Student Model/Outline an Informative/Explanatory Essay:**

Developing the Topic Facts, Details, Quotations—pp. 103–105

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

- 
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

- 
- e. Establish and maintain a formal style.

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

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**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay**  
Developing the Topic with Supporting Evidence—pp. 155, 157

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**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Relevant Information—pp. 206, 210

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**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Transitions to Link Ideas—pp. 103, 105

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**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay**  
Using Transitions to Connect Ideas Within Paragraphs—pp. 155, 157

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**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transition Words to Create Coherence—pp. 206, 210

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**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language to Name Things and Ideas—pp. 103, 105

---

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Using Precise Verbs to Describe Actions—pp. 155, 157

---

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Precise Language, Domain-Specific Vocabulary—pp. 206, 210

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**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using a Formal Style—p. 105

---

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Using Academic Language and Formal Style—pp. 154, 157

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**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using a Formal Tone—pp. 206, 210

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## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

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

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
**Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Conclusion to Summarize the Central Idea—pp. 104–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Read a Student Model/Outline an Evidence-Based Essay:** Ending with a Conclusion that Sums Up and Supports the Writer’s Interpretation—pp. 156–157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
**Read a Student Model/Use Index Cards/Outline a Research Report:** Supporting and Summarizing the Ideas in the Conclusion—pp. 208, 210

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 50–53  
**Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 53—p. 60

SEE ALSO  
Introducing Unit 2/Home Connect/Essential Question—pp. 47–49

**Performance Task 1**  
**Part 2: Narrative Writing**—pp. 311, 315–317

**Performance Task 2**  
**Part 2: Narrative Writing**—pp. 321, 325–327

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Creating an Organizational Structure/Choosing a Point of View/Introducing the Narrator and Characters—pp. 50, 53

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Using Description and Dialogue to Make the Story More Realistic—pp. 50–51, 53

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Using Transition Words and Phrases to Connect Events—pp. 51, 53

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Including Descriptive Details, Precise Descriptions, and Sensory Language—pp. 50–53

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Ending with a Meaningful Conclusion—pp. 52–53

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

### Production and Distribution of Writing

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.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Create a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 50–53

**Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 53—p. 60

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 154–157

**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Outline a Research Report:** Analyze a student model/organize and draft a research report—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final draft of the research report started on p. 210—p. 216

**Unit 10 Text Types and Purposes: Write Argumentative Essays**

**Read a Student Model/Outline an Argumentative Essay:** Analyze a student model/organize and draft an argumentative essay—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the argumentative essay started on p. 253—p. 260

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Draft a Fictional Narrative**—p. 53

**Unit 2 Common Core Review:** Write the final draft—p. 60

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Draft an Informative/Explanatory Essay**—p. 105

**Unit 4 Common Core Review:** Write the final draft—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Draft an Evidence-Based Essay**—p. 157

**Unit 6 Common Core Review:** Write the final draft—p. 164

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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.

### Research to Build and Present Knowledge

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.
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.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

**Draft a Research Report**—p. 210

**Unit 8 Common Core Review:** Write the final draft—p. 216

#### Unit 10 Text Types and Purposes: Write Argumentative Essays

**Draft an Argumentative Essay**—p. 253

**Unit 10 Common Core Review:** Write the final draft—p. 260

#### Writing Handbook

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

#### Writing Handbook

**Step 1: Planning:** Planning and Research/Researching Your Topic (online searches)—pp. 300–302

**Step 5: Producing, Publishing, and Presenting** (using a computer to produce your final copy, online publishing, digital slide presentations)—p. 309

*See also Home Connect* (guidance and support from parents and family when using technology)—pp. 48 (Web search to find stories), 100 (nonfictional online sources), 114 (evaluating Web sites), 204 (Web sites for reliable media agencies), 248 (government Web sites), 262 (finding Web articles)

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

#### Performance Task 1

**Part 3: Research Simulation**—pp. 311, 318–320

#### Performance Task 2

**Part 3: Research Simulation**—pp. 321, 328–330

#### Writing Handbook

**Step 1: Planning:** Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

**Read a Student Model/Use Index Cards/Outline a Research Report:** Paraphrasing/Recalling Relevant Information/Taking Notes/Listing Sources—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

### Performance Task 1

**Part 3: Research Simulation**—pp. 311, 318–320

### Performance Task 2

**Part 3: Research Simulation**—pp. 321, 328–330

### Writing Handbook

**Step 1: Planning: Planning and Research/Researching Your Topic** (paraphrasing and summarizing)—pp. 300–302

### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details: Comprehension Check**—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

**Analyze Meaning: “The Judgment of Paris”** (Greek Myth)—pp. 12–19

**Analyzing Theme and Summarizing: “Charlie and the Advice”** (Scottish Traditional Tale)—pp. 20–27

**Analyzing Plot and Character: “Good Sports”** (Drama)—pp. 28–35

**Close Reading: “One Step Closer to Freedom”** (Native American Inuit Myth)—pp. 36–41

**Connect Across Texts: Support a Claim**—p. 42

**Unit 1 Common Core Review: “Searching for Treasure”/“Searching for Ghosts”**—pp. 44–46

### Unit 5 Reading Literature: Craft and Structure

**Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115

**Craft and Structure: Comprehension Check**—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

**Analyzing Word Choice: “Boston”** by Ralph Waldo Emerson (Poem)—pp. 116–123

**Comparing and Contrasting Text Structures: “A Mill Girl’s Story”** (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131

**Analyzing Point of View: “To Build a Fire”** (Adventure)—pp. 132–139

**Close Reading: “Life at Colony Camp: A Blog”** (Science Fiction)—pp. 140–145

**Connect Across Texts: Compare and Contrast Texts**—p. 146

**Unit 5 Common Core Review: “On the Trail”/“On the Road”**—pp. 148–150

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219

**Integration of Knowledge and Ideas: Comprehension Check**—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

**Analyzing Adaptations of Fiction: “The Red Badge of Courage”** by Stephen Crane (excerpt) (Novel)—pp. 220–227

**Analyzing Sources of Fiction: “The Letter Quest”** (Realistic Fiction)—pp. 228–235



## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

- 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”).

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**Close Reading:** “Little Women” (Historical Fiction)/“Little Women” (Film Script)—pp. 236–241

**Connect Across Texts:** Compare and Contrast Texts—p. 242

**Unit 9 Common Core Review:** “The Legend of Sleepy Hollow”/“Sleepy Hollow Legends”—pp. 244–246

### Performance Task 1

**Part 1: Literary Analysis**—pp. 311–314

**Part 2: Narrative Writing**—pp. 311, 315–317

### Performance Task 2

**Part 1: Literary Analysis**—pp. 321–324

**Part 2: Narrative Writing**—pp. 321, 325–327

### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect**—pp. 61–62

**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71

**Determining Central Idea and Details/Summarizing:**

“American Labor and the Great Depression” (Online Article)—pp. 72–79

**Analyzing Relationships in a Text:** “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87

**Close Reading:** “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93

**Connect Across Texts:** Compare and Contrast Texts—p. 94

**Unit 3 Common Core Review:** “The Beginnings of World War I”/“Address to Congress” (April 2, 1917)—pp. 96–98

### Unit 7 Reading Informational Text: Craft and Structure

**Introducing Unit 7/Home Connect**—pp. 165–166

**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

**Understanding Technical Language:** “Near-Earth Objects” (Science Magazine Article)—pp. 168–175

**Analyzing Text Structure:** “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183

**Determining Author’s Point of View and Purpose:** “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191

**Close Reading:** “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197

**Connect Across Texts:** Compare and Contrast Texts—p. 198

**Unit 7 Common Core Review:** “The VCS 1: A Smart Choice”/“Microcars: Not Smart and Not Safe”—pp. 200–202

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

**Evaluating Different Mediums:** “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271



## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

### Range of Writing

10. 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.

**Evaluating Evidence and Reasoning:** “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279

**Analyzing Conflicting Information:** Op-Ed: “President’s Clean Energy Plan Must Be Refocused” by staff writer (Opinion Piece)—pp. 280–287

**Close Reading:** “Radio Waves: From Then to Now” (Web Article) / “Don’t Touch That Dial” (Editorial)—pp. 288–293

**Connect Across Texts:** Support a Claim—p. 294

**Unit 11 Common Core Review:** “The Telephone at the Centennial” by Walter Kellogg Towers / “Museum Exhibit: History of the Telephone”—pp. 296–298

#### Performance Task 1

**Part 3: Research Simulation**—pp. 311, 318–320

#### Performance Task 2

**Part 3: Research Simulation**—pp. 321, 328–330

**Connect Across Texts** (complete chart then write brief essay): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

#### Unit 2 Text Types and Purposes: Write Fictional Narratives

**Read a Student Model/Write a Fictional Narrative:** Analyze a student model/organize and draft a fictional narrative—pp. 50–53

**Unit 2 Common Core Review:** Assignment: Write the final draft of the fictional narrative started on p. 53—p. 60

#### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

#### Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### Unit 10 Text Types and Purposes: Write Argumentative Essays

#### Read a Student Model/Outline an Argumentative Essay:

Analyze a student model/organize and draft an argumentative essays opinion piece—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the argumentative essay started on p. 254—p. 260

#### Writing Handbook

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing**—pp. 306–308

**Step 5: Producing, Publishing, and Presenting**—pp. 309–310

#### Performance Task 1

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

#### Performance Task 2

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

\*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### Comprehension and Collaboration

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.
  - 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.

**Connect Across Texts** (be prepared to discuss ideas with class): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

**Speaking and Listening:** Discuss to the Essential Question—pp. 58 (*Did I?:* Come to the discussion prepared?), 110, 162, 214, 258

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Speaking and Listening:** Discuss the Essential Question (follow discussion rules)—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258

### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

**Speaking and Listening:** Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258

### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

**Speaking and Listening:** Discuss to the Essential Question—pp. 58 (*Did I?:* Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

**Speaking and Listening:** Discuss to the Essential Question—pp. 58, 110, 162, 214, 258

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Evaluating Different Mediums:** "Types of Food Preservation: Pasteurization" (Web Article)—pp. 264–271

#### SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "Radio Waves: From Then to Now" (Web Article)/"Don't Touch That Dial" (Editorial)—pp. 288–293  
Unit 11 Common Core Review—pp. 296–298  
Performance Task—Online

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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.

### Presentation of Knowledge and Ideas

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.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

#### **Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

*See also Home Connect* (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?: Distinguish claims that are supported by reasons and evidence from claims that are not?*), 110, 162, 214, 258

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Evaluating Evidence and Reasoning:** "Remarks by the President on America's Energy Security" by Barack Obama (abridged) (Speech)—pp. 272–279

#### SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: "Radio Waves: From Then to Now" (Web Article)/"Don't Touch That Dial" (Editorial)—pp. 288–293  
Unit 11 Common Core Review—pp. 296–298  
Performance Task—Online

#### **Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310

*See also Home Connect* (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

#### **Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 310

**Connect Across Texts** (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?: Speak in an appropriate volume, pronounce words clearly, and make eye contact?*), 110, 162, 214, 258

*See also Home Connect* (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

#### **Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310

*See also Home Connect*—pp. 48 (create a flow chart), 100 (create a time line), 152 (create a scrapbook), 204 (use a time line)

## Speaking and Listening Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips (using an appropriate form of English)—p. 310

**Connect Across Texts** (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242

**Speaking and Listening:** Discuss the Essential Question—pp. 58 (*Did I?: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?*), 110, 162, 214, 258

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **Unit 2 Text Types and Purposes: Write Fictional Narratives** **Language:** Verbals—pp. 54–55

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 47–48  
Unit 2 Common Core Review—p. 60

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Active Voice and Passive Voice—pp. 158–159

SEE ALSO  
Introducing Unit 6/Home Connect—pp. 151–152  
Unit 6 Common Core Review—p. 164  
Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

#### **Unit 2 Text Types and Purposes: Write Fictional Narratives** **Language:** Verb Moods—pp. 56–57

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 47–48  
Unit 2 Common Core Review—p. 60  
Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports** **Language:** Conditional and Subjunctive Moods—p. 211

SEE ALSO  
Introducing Unit 8/Home Connect—pp. 203–204  
Unit 8 Common Core Review—p. 216  
Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

- 
- d. Recognize and correct inappropriate shifts in verb voice and mood.

- 
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 
- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

- 
- b. Use an ellipsis to indicate an omission.

- 
- c. Spell correctly.

### SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

#### **Unit 10 Text Type and Purposes: Write Argumentative Essays**

**Language:** Conditional and Subjunctive Moods—pp. 254–255

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— p. 260

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4

Editing: Editing Checklist—p. 306

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#### **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Language:** Shifts in Verb Voice—p. 106

**Language:** Shifts in Verb Mood—p. 107

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Common Core Review— p. 112

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4

Editing: Editing Checklist—p. 306

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#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Language:** Verb Voice and Mood—p. 212

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Common Core Review— p. 216

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4

Editing: Editing Checklist—p. 306

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#### **Unit 10 Text Type and Purposes: Write Opinion Pieces**

**Language:** Coordinate and Cumulative Adjectives—pp. 254–255

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— p. 260

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#### **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Language:** Punctuation for Pauses or Breaks—p. 109

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Common Core Review— p. 112

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#### **Unit 10 Text Type and Purposes: Write Argumentative Essays**

**Language:** Punctuation for Pauses or Breaks—p. 256

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— p. 260

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#### **Unit 10 Text Type and Purposes: Write Argumentative Essays**

**Language:** Correct Spelling—p. 257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Common Core Review— p. 260

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

#### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - 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

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.
  - 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.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - 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).

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Language:** Using Active Voice and Passive Voice—pp. 160–161

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Common Core Review— p. 164

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4

Editing: Editing Checklist—p. 306

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues—p. 43

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10

Unit 1 Common Core Review— pp. 44–46

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Greek and Latin Roots and Affixes—p. 95

SEE ALSO

Introducing Unit 3/Home Connect—pp. 61–62

Unit 3 Common Core Review— p. 97

#### **Unit 7 Reading Informational Text: Craft and Structure**

**Language:** Reference Materials—p. 199

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166

Unit 7 Common Core Review— p. 201

Writing Handbook: Step 4 Editing: Editing Checklist (use a dictionary)—p. 306

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Connotation and Denotation (use a dictionary)—p. 295

#### **Writing Handbook**

**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Context Clues (use context clues then check results against a dictionary)—p. 43



## Language Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
  - b. Use the relationship between particular words to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
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.

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

### Unit 7 Reading Informational Text: Craft and Structure

**Language:** Reference Materials—p. 199

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166

Unit 7 Common Core Review— p. 201

Writing Handbook: Step 4 Editing: Editing Checklist (use a dictionary)—p. 306

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Language:** Connotation and Denotation (use a dictionary)—p. 295

### Writing Handbook

**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335

### Unit 5 Reading Literature: Craft and Structure

**Language:** Figurative Language—p. 147

SEE ALSO

Introducing Unit 5/Home Connect—pp. 113–114

Unit 5 Common Core Review— pp. 148–150

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Language:** Word Relationships—p. 243

SEE ALSO

Introducing Unit 9/Home Connect—pp. 217–218

Unit 9 Common Core Review— pp. 245–246

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Language:** Connotation and Denotation—p. 295

SEE ALSO

Introducing Unit 11/Home Connect—pp. 261–262

Unit 11 Common Core Review— pp. 296–298

Connotation—pp. 30, 65, 113, 114, 116–119, 121–122, 146, 150, 165, 166, 171, 174

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Context Clues—p. 43

### Unit 5 Reading Literature: Craft and Structure

**Analyzing Word Choice:** “Boston” by Ralph Waldo Emerson (Poem)— pp. 116–123

### Unit 5 Reading Literature: Craft and Structure

**Language:** Figurative Language—p. 147

## Language Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 8

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

**Unit 7 Reading Informational Text: Craft and Structure**  
**Understanding Technical Language:** “Near-Earth Objects”  
(Science Magazine Article)— pp. 168–175

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Language:** Word Relationships—p. 243

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Language:** Connotation and Denotation—p. 295

**Writing Handbook**  
**Step 3 Revising:** Revising Checklist: Word Choice—p. 304