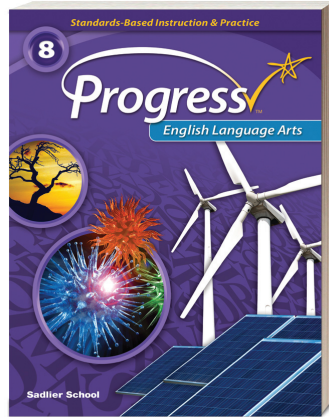


SADLIER

# Progress English Language Arts



Aligned to the

## College and Career Ready Indiana Academic Standards English/Language Arts: Grade 8

### Contents

- 2 Reading
  - 2 Reading: *Literature*
  - 5 Reading: *Nonfiction*
  - 8 Reading: *Vocabulary*
- 10 Writing
- 19 Speaking and Listening
- 22 Media Literacy

 **Sadlier**  
William H. Sadlier, Inc.  
[www.sadlierschool.com](http://www.sadlierschool.com)  
800-221-5175

# Reading

## Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

### RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

**8.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### 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 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 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 Review:** “The Legend of Sleepy Hollow”/ “Sleepy Hollow Legends”—pp. 244–246

## Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas

**8.RL.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

**8.RL.2.3:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

**8.RL.2.4:** *Students are expected to build upon and continue applying concepts learned previously.*

### RL.3: Structural Elements and Organization

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

**8.RL.3.1:** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

#### 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 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 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 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 Review—pp. 44–46

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

## Reading: *Literature*

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

**8.RL.3.2:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

### RL.4: Synthesis and Connection of Ideas

Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning

**8.RL.4.1:** Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**8.RL.4.2:** Analyze how works of literature draw on and transform earlier texts.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Unit Review—pp. 148–150  
Performance Task—Online

#### **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 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 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 Review—pp. 244–246  
Performance Task—Online

## Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

### RN.1: Learning Outcome for Reading Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

**8.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **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 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 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

## Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

**8.RN.2.1:** Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

**8.RN.2.2:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

**8.RN.2.3:** Analyze how a text makes connections and distinctions among individuals, events, and ideas.

### RN.3: Structural Elements and Organization

Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message

**8.RN.3.1:** *Students are expected to build upon and continue applying concepts learned previously.*

**8.RN.3.2:** 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.

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

**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 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 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 Review—pp. 96–98  
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 Review—pp. 200–202  
Performance Task—Online

## Reading: *Nonfiction*

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

**8.RN.3.3:** Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### RN.4: Synthesis and Connection of Ideas

Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas

**8.RN.4.1:** 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.

**8.RN.4.2:** 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.RN.4.3:** 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.

### SADLIER 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 Review—pp. 200–202  
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 Review—pp. 296–298  
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 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 Review—pp. 296–298  
Performance Task—Online

## Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

### RV.1: Learning Outcome for Reading Vocabulary

Acquire, refine, and apply vocabulary using various strategies and sources

**8.RV.1:** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### RV.2: Vocabulary Building

Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships

**8.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.

**8.RV.2.2:** *Students are expected to build upon and continue applying concepts learned previously.*

**8.RV.2.3:** Distinguish among the connotations of words with similar denotations.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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

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

#### **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

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

**Language:** Context Clues—p. 43

SEE ALSO

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

Unit Review—pp. 44–46

#### **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 Review—pp. 296–298

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



## Reading: *Vocabulary*

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

**8.RV.2.4:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

**8.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

### RV.3: Vocabulary in Literature and Nonfiction Texts

Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings

**8.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**8.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction 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.

**8.RV.3.3:** Interpret figures of speech (e.g., *verbal irony*, *puns*) in context.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **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 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 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 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 Review—pp. 200–202  
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 Review—pp. 148–150  
Performance Task—Online

#### **Unit 5 Reading Literature: Craft and Structure** **Language:** Figurative Language—p. 147

SEE ALSO  
Introducing Unit 5/Home Connect—pp. 113–114  
Unit Review—pp. 148–150

# Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

**W.1: Learning Outcome for Writing**

Write effectively for a variety of tasks, purposes, and audiences

**8.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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 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 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 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 Review:** Assignment: Write the final copy 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 essays opinion piece—pp. 250–253

**Unit 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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
--	---

**W.2: Handwriting**  
Demonstrate the ability to write legibly

**8.W.2:** *Students are expected to build upon and continue applying concepts learned previously.*

**W.3: Writing Genres**  
Develop and refine writing skills by writing for different purposes and to specific audiences or people

**PERSUASIVE**

**8.W.3.1:** Write arguments in a variety of forms that –

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**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 Unit Review questions at the end of each unit.

*(This section is intentionally blank in the original document.)*

**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 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**

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<ul style="list-style-type: none"> <li>Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>Read a Student Model/Outline an Argumentative Essay:</b> Connecting Ideas with Transition Words, Phrases, and Clauses—pp. 252–253</p> <p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays</b>  <b>Read a Student Model/Outline an Argumentative Essay:</b> Including Academic Language and Maintaining a Formal Tone—pp. 250, 253</p> <p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays</b>  <b>Read a Student Model/Outline an Argumentative Essay:</b> Providing a Conclusion That Restates the Claim and Includes a Call to Action—pp. 252–253</p>
<p><b>INFORMATIVE</b></p>	
<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that –</p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105  <b>Unit Review:</b> Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112</p> <p>SEE ALSO                      Introducing Unit 4/Home Connect/Essential Question—pp. 99–101</p> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Analyze a student model/organize and draft an evidence-based essay— pp. 154–157  <b>Unit Review:</b> Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164</p> <p>SEE ALSO                      Introducing Unit 6/Home Connect/Essential Question—pp. 151–153</p> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210  <b>Unit Review:</b> Assignment: Write the final copy of the research report started on p. 210—p. 216</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect/Essential Question—pp. 203–205</p>
<ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> </ul>	<p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Creating an Organizational Structure/Introducing the Topic/Organizing Ideas/Using Formatting (subheads) and Graphics—pp. 102–105</p> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Creating an Organizational Structure/Introducing the Topic/Previewing the Content—pp. 154–157</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

**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

**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

**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

**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

**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

**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

**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

**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

- Establish and maintain a style appropriate to the purpose and audience.

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
	<p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Using Academic Language and Formal Style—pp. 154, 157</p>
<ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Using a Formal Tone—pp. 206, 210</p>
<p><b>NARRATIVE</b></p>	<p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Read a Student Model/Outline an Informative/Explanatory Essay:</b> Providing a Conclusion to Summarize the Central Idea—pp. 104–105</p>
<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that –</p>	<p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Read a Student Model/Outline an Evidence-Based Essay:</b> Ending with a Conclusion that Sums Up and Supports the Writer’s Interpretation—pp. 156–157</p>
<ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	<p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Supporting and Summarizing the Ideas in the Conclusion—pp. 208, 210</p>
<ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Create a Fictional Narrative:</b> Analyze a student model/organize and draft a fictional narrative—pp. 50–53  <b>Unit Review:</b> Assignment: Write the final draft of the fictional narrative started on p. 53—p. 60</p>
<ul style="list-style-type: none"> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul>	<p>SEE ALSO                      Introducing Unit 2/Home Connect/Essential Question—pp. 47–49</p> <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Create a Fictional Narrative:</b> Creating an Organizational Structure/Choosing a Point of View/Introducing the Narrator and Characters—pp. 50, 53</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Create a Fictional Narrative:</b> Creating an Organizational Structure/Using Transition Words and Phrases to Connect Events—pp. 50–51, 53</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Create a Fictional Narrative:</b> Using Description and Dialogue to Make the Story More Realistic—pp. 50–51, 53</p>
	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Create a Fictional Narrative:</b> Including Descriptive Details, Precise Descriptions, and Sensory Language—pp. 50–53</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<ul style="list-style-type: none"> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Read a Student Model/Create a Fictional Narrative: Ending with a Meaningful Conclusion</b>—pp. 52–53</p>
<p><b>W.4: The Writing Process</b>            Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p><b>8.W.4:</b> Apply the writing process to –</p>	
<ul style="list-style-type: none"> <li>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> </ul>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>  <b>Draft a Fictional Narrative</b>—p. 53  <b>Unit Review:</b> Write the final draft—p. 60</p> <hr/> <p><b>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</b>  <b>Draft an Informative/Explanatory Essay</b>—p. 105  <b>Unit Review:</b> Write the final draft—p. 112</p> <hr/> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b>  <b>Draft an Evidence-Based Essay</b>—p. 157  <b>Unit Review:</b> Write the final draft—p. 164</p> <hr/> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Draft a Research Report</b>—p. 210  <b>Unit Review:</b> Write the final draft—p. 216</p> <hr/> <p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays</b>  <b>Draft an Argumentative Essay</b>—p. 253  <b>Unit Review:</b> Write the final draft—p. 260</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 1: Planning</b>—pp. 300–302  <b>Step 2: Drafting</b>—p. 303  <b>Step 3: Revising</b>—pp. 304–305  <b>Step 4: Editing</b> (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308</p>
<ul style="list-style-type: none"> <li>Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.</li> </ul>	<p><b>Writing Handbook</b>  <b>Step 1: Planning: Planning and Research/Researching Your Topic</b> (online searches)—pp. 300–302  <b>Step 5: Producing, Publishing, and Presenting</b> (using a computer to produce your final copy, online publishing, digital slide presentations)—p. 309</p> <hr/> <p><i>See also Home Connect</i> (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)</p>



ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p><b>W.5: The Research Process</b> Build knowledge about the research process and the topic under study by conducting research</p>	
<p><b>8.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>	
<ul style="list-style-type: none"> <li>Formulate a research question.</li> </ul>	<p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b> <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210 <b>Unit Review:</b> Assignment: Write the final copy of the research report started on p. 210—p. 216</p>
<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> </ul>	<p><b>Performance Task 1</b> <b>Part 3: Research Simulation</b>—pp. 311, 318–320</p>
<ul style="list-style-type: none"> <li>Assess the credibility and accuracy of each source.</li> </ul>	<p><b>Performance Task 2</b> <b>Part 3: Research Simulation</b>—pp. 321, 328–330</p>
<ul style="list-style-type: none"> <li>Quote or paraphrase the information and conclusions of others.</li> </ul>	<p><b>Writing Handbook</b> <b>Step 1: Planning: Planning and Research/Researching Your Topic</b> (paraphrasing and summarizing)—pp. 300–302</p>
<ul style="list-style-type: none"> <li>Avoid plagiarism and follow a standard format for citation.</li> </ul>	<p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b> <b>Read a Student Model/Use Index Cards/Outline a Research Report:</b> Paraphrasing/Recalling Relevant Information/Taking Notes/Listing Sources—pp. 206–210 <b>Unit Review:</b> Assignment: Write the final copy of the research report started on p. 210—p. 216</p>
<ul style="list-style-type: none"> <li>Present information, choosing from a variety of formats.</li> </ul>	<p><b>Performance Task 1</b> <b>Part 3: Research Simulation</b>—pp. 311, 318–320</p>
	<p><b>Performance Task 2</b> <b>Part 3: Research Simulation</b>—pp. 321, 328–330</p>
	<p><b>Writing Handbook</b> <b>Step 1: Planning: Planning and Research/Researching Your Topic</b> (paraphrasing and summarizing)—pp. 300–302</p>
	<p><b>Writing Handbook</b> <b>Step 1: Planning: Planning and Research/Researching Your Topic:</b> How to Judge (assess credibility)—p. 302</p>
	<p><b>Writing Handbook</b> <b>Step 1: Planning: Planning and Research/Researching Your Topic</b> (paraphrasing and summarizing)—pp. 300–302</p>
	<p><b>Writing Handbook</b> <b>Step 4: Editing</b> (Editing Tips: Using Quotations/Avoiding Plagiarism)—p. 308</p>
	<p><b>Writing Handbook</b> <b>Step 5: Producing, Publishing, and Presenting</b> (images and text features to improve visual presentation; publishing online; digital slide presentation; oral presentation)—pp. 309–310</p>



ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p><b>W.6: Conventions of Standard English</b> Demonstrate command of the conventions of standard English</p>	
<p><b>8.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	
<p><b>8.W.6.1a: Pronouns</b>—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	
<p><b>8.W.6.1b: Verbs</b>—Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b> <b>Language:</b> Verbals—pp. 54–55 <b>Language:</b> Verb Moods—pp. 56–57</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 47–48 Unit Review—p. 60 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306</p>
<p><b>8.W.6.1c: Adjectives and Adverbs</b>—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b> <b>Language:</b> Active Voice and Passive Voice—pp. 158–159</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit Review—p. 164 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306</p>
<p><b>8.W.6.1d: Phrases and Clauses</b>—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b> <b>Language:</b> Conditional and Subjunctive Moods—p. 211</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 203–204 Unit Review—p. 216 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306</p>
<p><b>8.W.6.1e: Usage</b>—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p><b>Unit 10 Text Type and Purposes: Write Argumentative Essays</b> <b>Language:</b> Conditional and Subjunctive Moods—pp. 254–255</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Unit Review—p. 260</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p><b>8.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p><b>8.W.6.2a: Capitalization</b>—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p> <p><b>8.W.6.2b: Punctuation</b>—</p> <ul style="list-style-type: none"><li>Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.</li></ul>	<p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b> <b>Language:</b> Punctuation for Pauses or Breaks—p. 109</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 99–100 Unit Review—p. 112</p> <p><b>Unit 10 Text Type and Purposes: Write Opinion Pieces</b> <b>Language:</b> Coordinate and Cumulative Adjectives—pp. 254–255</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Unit Review—p. 260</p>
<p><b>8.W.6.2c: Spelling</b>—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	

# Speaking and Listening

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

### SL.1: Learning Outcome for Speaking and Listening

Refine and apply effective communication skills through speaking and active listening

**8.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

### SL.2: Discussion and Collaboration

Refine and apply reciprocal communication skills by participating in a range of collaborative discussions

**8.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

**8.SL.2.2:** Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

## SADLIER 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

### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening 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?: 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

### 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 Review—pp. 296–298  
Performance Task—Online

**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

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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p><b>8.SL.2.3:</b> Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <hr/> <p><b>8.SL.2.4:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <hr/> <p><b>8.SL.2.5:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.</p>	<p><b>Speaking and Listening:</b> Discuss the Essential Question (follow discussion rules)—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Listening Tips—p. 310</p> <hr/> <p><b>Speaking and Listening:</b> Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Listening Tips (asking questions)—p. 310</p> <hr/> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> <hr/> <p><b>Connect Across Texts</b> (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <hr/> <p><b>Speaking and Listening:</b> Discuss to the Essential Question—pp. 58 (<i>Did I?</i>: Revise my own views when presented with new evidence or information?), 110, 162, 214, 258</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Listening Tips—p. 310</p> <hr/> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p><b>SL.3: Comprehension</b>                      Refine and apply active listening and interpretation skills using various strategies</p> <hr/> <p><b>8.SL.3.1:</b> Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation.</p>	<p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>  <b>Evaluating Different Mediums:</b> “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271</p> <p><small>SEE ALSO</small>                      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 Review—pp. 296–298                      Performance Task—Online</p> <hr/> <p><b>Connect Across Texts</b> (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <hr/> <p><b>Speaking and Listening:</b> Discuss to the Essential Question—pp. 58, 110, 162, 214, 258</p> <hr/> <p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Listening Tips—p. 310</p> <hr/> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

**8.SL.3.2:** 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.

**SL.4: Presentation of Knowledge and Ideas**

Refine and apply speaking skills to communicate ideas effectively in a variety of situations

**8.SL.4.1:** 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.

**8.SL.4.2:** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

**8.SL.4.3:** *Students are expected to build upon and continue applying concepts learned previously.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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 Review—pp. 296–298  
Performance Task—Online

**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

**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)

# Media Literacy

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

**ML.1: Learning Outcome for Media Literacy**  
Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes

**8.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

**ML.2: Media Literacy**  
Analyze the purposes of media and the ways in which media can have influences

**8.ML.2.1:** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.

## SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

See **Cite Evidence** instruction and questions that guide discussion of reading selections in units 1, 3, 5, 7, 9, and 11.

### **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 Review—pp. 296–298  
Performance Task—Online

**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

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

### **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 Review—pp. 296–298  
Performance Task—Online

**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

### **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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 8

**8.ML.2.2:** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

**Home Connect** (family discussion ideas provided in Unit Overview, Activity, Ways to Help Your Child, Online Home Connect Activities)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262