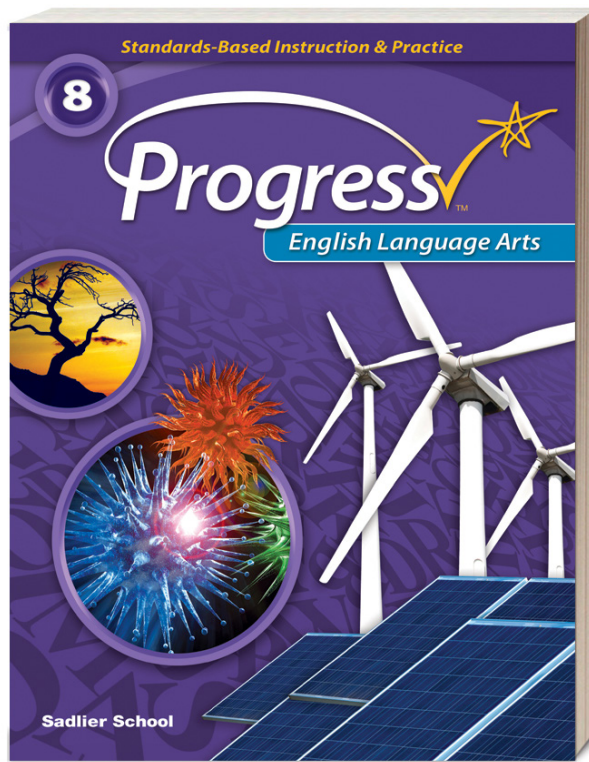


# Progress English Language Arts

Correlation to the New York State Next Generation  
English Language Arts Learning Standards REVISED JANUARY 2017

Grade 8



## Contents

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8<sup>TH</sup> GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 8R

Grade 8 ELA Standards

Progress English Language Arts, Grade 8

Key Ideas and Details

|                    |  |  |
|--------------------|--|--|
| <p><b>8R1:</b></p> | <p>Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&amp;RL)</p>          | <p><b>Unit 1 Reading Literature: Key Ideas and Details</b><br/>Analyze Meaning: “The Judgment of Paris” (Greek Myth)—pp. 12–19</p> <p><b>SEE ALSO</b><br/>Introducing Unit 1/Home Connect/Essential Question—pp. 9–11<br/>Close Reading: “One Step Closer to Freedom” (Historical Fiction)—pp. 36–41<br/>Unit 1 Review—pp. 44–46<br/>Performance Task—Online</p> <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b><br/>Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71</p> <p><b>SEE ALSO</b><br/>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br/>Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93<br/>Unit 3 Review—pp. 96–98<br/>Performance Task—Online</p>  |
| <p><b>8R2:</b></p> | <p>Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&amp;RL)</p>    | <p><b>Unit 1 Reading Literature: Key Ideas and Details</b><br/>Analyzing Theme and Summarizing: “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27</p> <p><b>SEE ALSO</b><br/>Introducing Unit 1/Home Connect/Essential Question—pp. 9–11<br/>Close Reading: “One Step Closer to Freedom” (Historical Fiction)—pp. 36–41<br/>Unit 1 Review—pp. 44–46<br/>Performance Task—Online</p> <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b><br/>Determining Central Idea and Details/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 72–79</p> <p><b>SEE ALSO</b><br/>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br/>Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93<br/>Unit 3 Review—pp. 96–98<br/>Performance Task—Online</p> |
| <p><b>8R3:</b></p> | <p>In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> | <p><b>Unit 1 Reading Literature: Key Ideas and Details</b><br/>Analyzing Plot and Character: “Good Sports” (Drama)—pp. 28–35</p> <p><b>SEE ALSO</b><br/>Introducing Unit 1/Home Connect/Essential Question—pp. 9–11<br/>Close Reading: “One Step Closer to Freedom” (Historical Fiction)—pp. 36–41<br/>Unit 1 Review—pp. 44–46<br/>Performance Task—Online</p>   |

8<sup>TH</sup> GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 8R

| Grade 8 ELA Standards  | Progress English Language Arts, Grade 8   |
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| <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>  | <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b><br/>Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87</p> <p><b>SEE ALSO</b><br/>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br/>Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93<br/>Unit 3 Review—pp. 96–98<br/>Performance Task—Online</p>  |
| <p><b>Craft and Structure</b></p>  |   |
| <p><b>8R4:</b> 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, tone, and mood, including words with multiple meanings. (RI&amp;RL)</p> | <p><b>Unit 5 Reading Literature: Craft and Structure</b><br/>Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123</p> <p><b>SEE ALSO</b><br/>Introducing Unit 5/Home Connect/Essential Question—pp. 113–115<br/>Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145<br/>Unit 5 Review—pp. 148–150<br/>Performance Task—Online</p> <p><b>Unit 7 Reading Informational Text: Craft and Structure</b><br/>Understanding Technical Language: “Near-Earth Objects” (Science Magazine Article)—pp. 168–175</p> <p><b>SEE ALSO</b><br/>Introducing Unit 7/Home Connect/Essential Question—pp. 165–167<br/>Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197<br/>Unit 7 Review—pp. 200–202<br/>Performance Task—Online</p>   |
| <p><b>8R5:</b> In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&amp;RL)</p>      | <p><b>Unit 5 Reading Literature: Craft and Structure</b><br/>Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131</p> <p><b>SEE ALSO</b><br/>Introducing Unit 5/Home Connect/Essential Question—pp. 113–115<br/>Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145<br/>Unit 5 Review—pp. 148–150<br/>Performance Task—Online</p> <p><b>Unit 7 Reading Informational Text: Craft and Structure</b><br/>Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183</p> <p><b>SEE ALSO</b><br/>Introducing Unit 7/Home Connect/Essential Question—pp. 165–167<br/>Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197<br/>Unit 7 Review—pp. 200–202<br/>Performance Task—Online</p> |

8<sup>TH</sup> GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 8R

| Grade 8 ELA Standards   | Progress English Language Arts, Grade 8   |
|---|---|
| <p><b>8R6:</b> In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p> | <p><b>Unit 5 Reading Literature: Craft and Structure</b><br/>Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 132–139</p> <p>SEE ALSO<br/>Introducing Unit 5/Home Connect/Essential Question—pp. 113–115<br/>Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145<br/>Unit 5 Review—pp. 148–150<br/>Performance Task—Online</p>                           |
| <p>In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>  | <p><b>Unit 7 Reading Informational Text: Craft and Structure</b><br/>Determining Author’s Point of View and Purpose: “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191</p> <p>SEE ALSO<br/>Introducing Unit 7/Home Connect/Essential Question—pp. 165–167<br/>Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197<br/>Unit 7 Review—pp. 200–202<br/>Performance Task—Online</p> |

**Integration of Knowledge and Ideas**

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|--|--|
| <p><b>8R7:</b> Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&amp;RL)</p> | <p><b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b><br/>Analyzing Adaptations of Fiction: <i>The Red Badge of Courage</i> by Stephen Crane (excerpt) (Novel)/Red Badge (Movie Script)—pp. 220–227</p> <p>SEE ALSO<br/>Introducing 9/Home Connect/Essential Question—pp. 217–219<br/>Close Reading: <i>Little Women</i> by Louisa May Alcott (excerpt) (Novel)/“Little Women” (Film Script)—pp. 236–241<br/>Unit 9 Review—pp. 244–246<br/>Performance Task—Online</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b><br/>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271</p> <p>SEE ALSO<br/>Introducing Unit 11/Home Connect/Essential Question—pp. 261–263<br/>Close Reading: “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293<br/>Unit 11 Review—pp. 296–298<br/>Performance Task—Online</p> |
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8<sup>TH</sup> GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 8R

| Grade 8 ELA Standards   | Progress English Language Arts, Grade 8  |
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| <p><b>8R8:</b> Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&amp;RL)</p> | <p><b>Cite Evidence</b> (evaluate claims in or about a text and relevant, supporting evidence)—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34, 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86, 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138, 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190, 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b><br/>Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279</p> <p><b>SEE ALSO</b><br/>Introducing Unit 11/Home Connect/Essential Question—pp. 261–263<br/>Close Reading: “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293<br/>Unit 11 Review—pp. 296–298<br/>Performance Task—Online</p> |
| <p><b>8R9:</b> Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&amp;RL)</p>                                      | <p><b>Unit 1 Reading Literature: Key Ideas and Details</b><br/><b>Home Connect</b> (make connections)—p. 10</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 42</p> <p><b>Reading Selections</b><br/>Analyze Meaning: “The Judgment of Paris” (Greek Myth)—pp. 12–19<br/>Analyzing Theme and Summarizing: “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27<br/>Analyzing Plot and Character: “Good Sports” (Drama)—pp. 28–35<br/>Close Reading: “One Step Closer to Freedom” (Historical Fiction)—pp. 36–41<br/>Unit 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 44–46</p> <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b><br/><b>Home Connect</b> (make connections)—p. 62</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 94</p> <p><b>Reading Selections</b><br/>Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71</p> <p style="text-align: right;"><i>continued</i></p>   |

8<sup>TH</sup> GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 8R

| Grade 8 ELA Standards | <i>Progress English Language Arts, Grade 8</i>  |
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|                       | <p>Determining Central Idea and Details/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 72–79</p> <p>Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87</p> <p>Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93</p> <p>Unit 3 Review: “The Beginnings of World War I”/“Address to Congress” (April 2, 1917)—pp. 96–98</p> <p><b>Unit 5 Reading Literature: Craft and Structure</b><br/><b>Home Connect</b> (make connections)—p. 114</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 146</p> <p><b>Reading Selections</b><br/>Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123<br/>Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131<br/>Analyzing Point of View: <i>To Build a Fire</i> by Jack London (abridged) (Adventure)—pp. 132–139<br/>Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145<br/>Unit 5 Review: “On the Trail”/“On the Road”—pp. 148–150</p> <p><b>Unit 7 Reading Informational Text: Craft and Structure</b><br/><b>Home Connect</b> (make connections)—p. 166</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 198</p> <p><b>Reading Selections</b><br/>Understanding Technical Language: “Near-Earth Objects” (Science Magazine Article)—pp. 168–175<br/>Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183<br/>Determining Author’s Point of View and Purpose: “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191<br/>Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197</p> <p style="text-align: right;"><i>continued</i></p> |

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8<sup>TH</sup> GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 8R

| Grade 8 ELA Standards | Progress English Language Arts, Grade 8   |
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|                       | <p>Unit 7 Review: “The VCS 1: A Smart Choice”/“Microcars: Not Smart and Not Safe”—pp. 200–202</p> <p><b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b></p> <p><b>Home Connect</b> (make connections)—p. 218</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 242</p> <p><b>Reading Selections</b><br/>Analyzing Adaptations of Fiction: <i>The Red Badge of Courage</i> by Stephen Crane (excerpt) (Novel)/Red Badge (Movie Script)—pp. 220–227<br/>Analyzing Sources of Fiction: “The Letter Quest” (Realistic Fiction)—pp. 228–235<br/>Close Reading: <i>Little Women</i> by Louisa May Alcott (excerpt) (Novel)/“Little Women” (Film Script)—pp. 236–241<br/>Unit 9 Review: <i>The Legend of Sleepy Hollow</i> by Washington Irving (excerpt)/“Sleepy Hollow Legends” (screenplay)—pp. 244–246</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b></p> <p><b>Home Connect</b> (make connections)—p. 262</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 294</p> <p><b>Reading Selections</b><br/>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271<br/>Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279<br/>Analyzing Conflicting Information: Op-Ed: “President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 280–287<br/>Close Reading: “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293<br/>Unit 11 Review: “The Telephone at the Centennial” by Walter Kellogg Towers/“Museum Exhibit: History of the Telephone”—pp. 296–298</p> |

8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

Grade 8 ELA Standards

Progress English Language Arts, Grade 8

**Text Types and Purposes**

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| <b>8W1:</b>  | Write arguments to support claims with clear reasons and relevant evidence.  | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>Read a Student Model/Outline an Argumentative Essay: Analyze a student model/organize and draft an argumentative essay—pp. 250–253<br/>Unit 10 Review: Assignment: Write the final draft of the argumentative essay started on p. 253—p. 260</p> <p>SEE ALSO<br/>Introducing Unit 10/Home Connect/Essential Question—pp. 247–249</p> |
| <b>8W1a:</b> | Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.        | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>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</p>   |
| <b>8W1b:</b> | Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>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</p>  |
| <b>8W1c:</b> | Use precise language and content-specific vocabulary to argue a claim.   | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>Read a Student Model/Outline an Argumentative Essay: Using Precise Words and Phrases—p. 253</p>  |
| <b>8W1d:</b> | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>Read a Student Model/Outline an Argumentative Essay: Connecting Ideas with Transition Words, Phrases, and Clauses—pp. 252–253</p>  |
| <b>8W1e:</b> | Provide a concluding statement or section that explains the significance of the argument presented.  | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>Read a Student Model/Outline an Argumentative Essay: Providing a Conclusion That Restates the Claim and Includes a Call to Action—pp. 252–253</p>  |
| <b>8W1f:</b> | Maintain a style and tone appropriate to the writing task.   | <p><b>Unit 10 Text Types and Purposes: Write Opinion Pieces</b><br/>Read a Student Model/Outline an Argumentative Essay: Including Academic Language and Maintaining a Formal Tone—pp. 250, 253</p>  |

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8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

| Grade 8 ELA Standards   | Progress English Language Arts, Grade 8  |
|---|--|
| <p><b>8W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>                        | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105<br/>Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112<br/><b>SEE ALSO</b><br/>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><br/>Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay—pp. 154–157<br/>Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164<br/><b>SEE ALSO</b><br/>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><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210<br/>Unit 8 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216<br/><b>SEE ALSO</b><br/>Introducing Unit 8/Home Connect/Essential Question—pp. 203–205</p> |
| <p><b>8W2a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Organizing Ideas—pp. 102–105<br/><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b><br/>Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Introducing the Topic/Previewing the Content—pp. 154–157</p>  |

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8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

| Grade 8 ELA Standards |   | Progress English Language Arts, Grade 8  |
|-----------------------|---|--|
|                       |   | <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow—pp. 206–208, 210</p>  |
| <b>8W2b:</b>          | Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Developing the Topic Facts, Details, Quotations/Using Formatting (subheads) and Graphics—pp. 102–105</p> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b><br/>Read a Student Model/Outline an Evidence-Based Essay Developing the Topic with Supporting Evidence—pp. 155, 157</p> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Relevant Information/Using Subheads to Group Related Information—pp. 206, 210</p> |
| <b>8W2c:</b>          | Use precise language and content-specific vocabulary to explain a topic.  | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Using Precise Language to Name Things and Ideas—pp. 103, 105</p> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b><br/>Read a Student Model/Outline an Evidence-Based Essay: Using Precise Verbs to Describe Actions—pp. 155, 157</p> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Using Precise Language, Domain-Specific Vocabulary—pp. 206, 210</p>  |
| <b>8W2d:</b>          | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Using Transitions to Link Ideas—pp. 103, 105</p>  |

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8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

| Grade 8 ELA Standards |  | Progress English Language Arts, Grade 8   |
|-----------------------|--|---|
|                       |  | <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b><br/>Read a Student Model/Outline an Evidence-Based Essay Using Transitions to Connect Ideas Within Paragraphs—pp. 155, 157</p> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Using Transition Words to Create Coherence—pp. 206, 210</p>   |
| <b>8W2e:</b>          | Provide a concluding statement or section that explains the significance of the information presented. | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Providing a Conclusion to Summarize the Central Idea—pp. 104–105</p> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b><br/>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</p> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Supporting and Summarizing the Ideas in the Conclusion—pp. 208, 210</p> |
| <b>8W2f:</b>          | Establish and maintain a style appropriate to the writing task.  | <p><b>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts</b><br/>Read a Student Model/Outline an Informative/ Explanatory Essay: Using a Formal Style—p. 105</p> <p><b>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</b><br/>Read a Student Model/Outline an Evidence-Based Essay: Using Academic Language and Formal Style—pp. 154, 157</p> <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b><br/>Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal Tone—pp. 206, 210</p>  |

8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

| Grade 8 ELA Standards |   | Progress English Language Arts, Grade 8   |
|-----------------------|---|---|
| <b>8W3:</b>           | Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.   | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b></p> <p>Read Student Model/Create a Fictional Narrative:<br/>Analyze a student model/organize and draft a fictional narrative—pp. 50–53</p> <p>Unit 2 Review: Assignment: Write the final draft of the fictional narrative started on p. 53—p. 60</p> <p>SEE ALSO<br/>Introducing Unit 2/Home Connect/Essential Question—pp. 47–491</p> |
| <b>8W3a:</b>          | Engage the reader by establishing a point of view and introducing a narrator and/or characters.   | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b></p> <p>Read a Student Model/Create a Fictional Narrative:<br/>Creating an Organizational Structure/Choosing a Point of View/Introducing the Narrator and Characters—pp. 50, 533</p>  |
| <b>8W3b:</b>          | Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.  | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b></p> <p>Read a Student Model/Create a Fictional Narrative: Using Description and Dialogue to Make the Story More Realistic—pp. 50–51, 53</p>  |
| <b>8W3c:</b>          | Use a variety of transitional 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. | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b></p> <p>Read a Student Model/Create a Fictional Narrative: Using Transition Words and Phrases to Connect Events—pp. 51, 53</p>  |
| <b>8W3d:</b>          | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b></p> <p>Read a Student Model/Create a Fictional Narrative:<br/>Including Descriptive Details, Precise Descriptions, and Sensory Language—pp. 50–53</p>  |
| <b>8W3e:</b>          | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b></p> <p>Read a Student Model/Create a Fictional Narrative:<br/>Ending with a Meaningful Conclusion—pp. 52–53</p>  |

8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

| Grade 8 ELA Standards   | Progress English Language Arts, Grade 8   |
|---|---|
| <p><b>8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>                             | <p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b><br/>Read a Student Model/Create a Fictional Narrative:<br/>Analyze a student model/organize and draft a fictional narrative—pp. 50–53<br/>Unit 2 Review: Assignment: Write the final draft of the fictional narrative started on p. 53—p. 60</p> <p><b>Performance Task 1</b><br/>Part 1: Literary Analysis (read the selections then write a literary analysis essay in response)—pp. 311–314<br/>Part 2: Narrative Writing (read the selection then write a narrative in response)—pp. 311, 315–317</p> <p><b>Performance Task 2</b><br/>Part 1: Literary Analysis (read the selections then write a literary analysis essay in response)—pp. 321–324<br/>Part 2: Narrative Writing (read the selection then write a narrative in response)—pp. 321, 325–327</p>   |
| <p><b>8W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.</p> | <p><b>Unit 1 Reading Literature: Key Ideas and Details</b><br/><b>Cite Evidence</b>—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34<br/><b>Comprehension Check</b>—13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41<br/><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 42<br/><b>Reading Selections</b><br/>Analyze Meaning: “The Judgment of Paris” (Greek Myth)—pp. 12–19<br/>Analyzing Theme and Summarizing: “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27<br/>Analyzing Plot and Character: “Good Sports” (Drama)—pp. 28–35<br/>Close Reading: “One Step Closer to Freedom” (Historical Fiction)—pp. 36–41<br/>Unit 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 44–46</p> <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b><br/><b>Cite Evidence</b>—pp. 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86<br/><b>Comprehension Check</b>—65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93</p> <p style="text-align: right;"><i>continued</i></p> |

8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

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|                       | <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 94</p> <p><b>Reading Selections</b><br/>Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71<br/>Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71<br/>Determining Central Idea and Details/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 72–79<br/>Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87<br/>Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93<br/>Unit 3 Review: “The Beginnings of World War I”/“Address to Congress” (April 2, 1917)—pp. 96–98</p> <p><b>Unit 5 Reading Literature: Craft and Structure</b><br/><b>Cite Evidence</b>—pp. 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138<br/><b>Comprehension Check</b>—117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 146</p> <p><b>Reading Selections</b><br/>Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123<br/>Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131<br/>Analyzing Point of View: <i>To Build a Fire</i> by Jack London (abridged) (Adventure)—pp. 132–139<br/>Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145<br/>Unit 5 Review: “On the Trail”/“On the Road”—pp. 148–150</p> <p><b>Unit 7 Reading Informational Text: Craft and Structure</b><br/><b>Cite Evidence</b>—pp. 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190<br/><b>Comprehension Check</b>—169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197</p> <p style="text-align: right;"><i>continued</i></p> |

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8<sup>TH</sup> GRADE WRITING STANDARDS | 8W

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|                       | <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 198</p> <p><b>Reading Selections</b><br/>Understanding Technical Language: “Near-Earth Objects” (Science Magazine Article)—pp. 168–175<br/>Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183<br/>Determining Author’s Point of View and Purpose: “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191<br/>Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197<br/>Unit 7 Review: “The VCS 1: A Smart Choice”/“Microcars: Not Smart and Not Safe”—pp. 200–202</p> <p><b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b><br/><b>Cite Evidence</b>—pp. 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234<br/><b>Comprehension Check</b>—221, 223, 225, 227, 229, 231, 233, 235, 239–241</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 242</p> <p><b>Reading Selections</b><br/>Analyzing Adaptations of Fiction: <i>The Red Badge of Courage</i> by Stephen Crane (excerpt) (Novel)/Red Badge (Movie Script)—pp. 220–227<br/>Analyzing Sources of Fiction: “The Letter Quest” (Realistic Fiction)—pp. 228–235<br/>Close Reading: <i>Little Women</i> by Louisa May Alcott (excerpt) (Novel)/“Little Women” (Film Script)—pp. 236–241<br/>Unit 9 Review: <i>The Legend of Sleepy Hollow</i> by Washington Irving (excerpt)/“Sleepy Hollow Legends” (screenplay)—pp. 244–246</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b><br/><b>Cite Evidence</b>—pp. 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286<br/><b>Comprehension Check</b>—265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts—p. 294</p> <p style="text-align: right;"><i>continued</i></p> |

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|                       | <p><b>Reading Selections</b></p> <p>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271</p> <p>Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279</p> <p>Analyzing Conflicting Information: Op-Ed: “President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 280–287</p> <p>Close Reading: “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293</p> <p>Unit 11 Review: “The Telephone at the Centennial” by Walter Kellogg Towers/“Museum Exhibit: History of the Telephone”—pp. 296–298</p> |

**Research to Build and Present Knowledge**

|                    |  |  |
|--------------------|--|--|
| <p><b>8W6:</b></p> | <p>Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p> | <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b></p> <p>Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210</p> <p>Unit 10 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216</p> <p><b>Writing Handbook</b></p> <p>Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302</p>  |
| <p><b>8W7:</b></p> | <p>Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>            | <p><b>Unit 8 Research to Build and Present Knowledge: Write Research Reports</b></p> <p>Read a Student Model/Use Index Cards/Outline a Research Report: Paraphrasing/Recalling Relevant Information/Taking Notes/Listing Sources—pp. 206–210</p> <p>Unit 8 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216</p> <p><b>Writing Handbook</b></p> <p>Step 1 Planning</p> <p>Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302</p> |



8<sup>TH</sup> GRADE SPEAKING AND LISTENING STANDARDS | 8SL

Grade 8 ELA Standards

Progress English Language Arts, Grade 8

**Comprehension and Collaboration**

|              |   |   |
|--------------|---|---|
| <b>8SL1:</b> | Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.   |   |
|              | <p><b>8SL1a:</b> Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | <p><b>Connect Across Texts</b> (be prepared to discuss ideas with class): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p><b>Speaking and Listening</b><br/>Discuss the Essential Question (prepare for class discussion/support personal point of view with evidence)—pp. 58, 110, 162, 214, 258<br/>Did I: Come to the discussion prepared and stay on the topic?—p. 58</p> <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Speaking Tips/Listening Tips—p. 310</p> <p>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> |
|              | <p><b>8SL1b:</b> Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>   | <p><b>Speaking and Listening</b><br/>Discuss the Essential Question (support point of view with evidence)—pp. 58, 110, 162, 214, 258<br/>Use rules for being a good speaker and good listener/Did I: Help define individual roles during discussions?—p. 58<br/>Organizer (Agree/Disagree, Questions Asked/Questions Answered)—pp. 110, 162, 214, 258</p> <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Listening Tips—p. 310</p>   |
|              | <p><b>8SL1c:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>   | <p><b>Speaking and Listening</b><br/>Discuss the Essential Question (answer questions)—pp. 58, 110, 162, 214, 258<br/>Did I: Build on ideas expressed by others and express my own ideas clearly?—p. 58<br/>Organizer (Questions Asked/Questions Answered)—pp. 110, 162, 214, 258</p>   |

8<sup>TH</sup> GRADE SPEAKING AND LISTENING STANDARDS | 8SL

| Grade 8 ELA Standards |  | Progress English Language Arts, Grade 8   |
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|                       |  | <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Listening Tips (take notes, ask questions)—p. 310<br/>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>   |
| <b>8SL1d:</b>         | Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.  | <p><b>Connect Across Texts</b> (small group/class discussion):<br/>Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p><b>Speaking and Listening</b><br/>Discuss the Essential Question—pp. 58, 110, 162, 214, 258<br/>Did I: Revise my own views when presented with new evidence or information?—p. 58<br/>Organizer (Agree/Disagree)—pp. 110, 162, 214, 258</p> <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Listening Tips (asking questions)—p. 310<br/>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>  |
| <b>8SL2:</b>          | Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <p><b>Comprehension Check</b>—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197, 221, 223, 225, 227, 229, 231, 233, 235, 239–241, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293</p> <p><b>Connect Across Texts</b> (small group/class discussion):<br/>Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 2424</p> <p><b>Speaking and Listening</b><br/>Discuss the Essential Question—pp. 58, 110, 162, 214, 258</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b><br/>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271</p> |

8<sup>TH</sup> GRADE SPEAKING AND LISTENING STANDARDS | 8SL

| Grade 8 ELA Standards   | Progress English Language Arts, Grade 8  |
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|   | <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Speaking Tips (using visuals or audio/explain connection to topic)—p. 310<br/>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>  |
| <p><b>8SL3:</b> Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p> | <p><b>Connect Across Texts</b> (small group/class discussion)<br/>Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 2424</p> <p><b>Speaking and Listening</b><br/>Discuss the Essential Question (identify/support claims with reasons and evidence)—pp. 58, 110, 162, 214, 258<br/>Did I: Distinguish claims that are supported by reasons and evidence from claims that are not?—p. 58</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b><br/>Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279</p> <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Listening Tips—p. 310<br/>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> |

**Presentation of Knowledge and Ideas**

|  |   |
|--|---|
| <p><b>8SL4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.</p> | <p><b>Writing Handbook</b><br/>Step 5: Producing, Publishing, and Presenting: Speaking Tips (giving an oral presentation/speak at an appropriately loud level and enunciate so everyone can hear and understand your words/vary pitch, rate, and volume/make eye contact)—p. 310</p> <p><b>Connect Across Texts</b><br/>Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p style="text-align: right;"><i>continued</i></p> |
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8<sup>TH</sup> GRADE SPEAKING AND LISTENING STANDARDS | 8SL

| Grade 8 ELA Standards | Progress English Language Arts, Grade 8   |
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|                       | <p><b>Speaking and Listening</b><br/>Discuss the Essential Question—pp. 58, 110, 162, 214, 258<br/>Did I: Speak in an appropriate volume, pronounce words clearly, and use eye contact?—p. 58</p> <p>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>  |
| <b>8SL5:</b>          | <p>Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p> <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Speaking Tips (using visuals or audio)—p. 310</p> <p>See also <b>Home Connect</b>—pp. 48 (create a flow chart), 100 (create a time line), 152 (create a scrapbook), 204 (use a time line)</p>   |
| <b>8SL6:</b>          | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Writing Handbook</b><br/>Step 5 Producing, Publishing, and Presenting<br/>Speaking Tips (using an appropriate form of English)—p. 310</p> <p><b>Connect Across Texts</b> (small group/class discussion)<br/>Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p><b>Speaking and Listening</b><br/>Discuss the Essential Question (answer questions)—pp. 58, 110, 162, 214, 258<br/>Did I: Use formal English when appropriate?—p. 58</p> <p>See also <b>Home Connect</b> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> |

8<sup>TH</sup> GRADE LANGUAGE STANDARDS | 8L

Grade 8 ELA Standards

Progress English Language Arts, Grade 8

Conventions of Academic English/Language for Learning

**ANCHOR STANDARD L1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*.

\*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Core Conventions Skills for Grades 6→8:**

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).

**GRADE 6  
Language**  
Case of Pronouns—pp. 54–56

- Recognize and correct inappropriate shifts in pronoun number and person.

**GRADE 6  
Language**  
Pronoun Number and Person—pp. 158–159

- Recognize and correct pronouns that have unclear or ambiguous antecedents.

**GRADE 6  
Language**  
Vague Pronouns—pp. 160–161

- Explain the function of phrases and clauses in general, as well as in specific sentences.

**GRADE 7  
Language**  
Function of Phrases and Clauses—pp. 54–55  
Verbals and Verbal Phrases—pp. 211–212

- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**GRADE 7  
Language**  
Phrase and Clause Placement—p. 106  
Misplaced Modifiers—p. 107  
Dangling Modifiers—p. 213

- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**GRADE 7  
Language**  
Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159

- Explain the function of verbals (gerunds, participles, infinitives).

**GRADE 8  
Language**  
Verbals—pp. 54–55

- Form and use verbs in the active and passive voice.

**GRADE 8  
Language**  
Active Voice and Passive Voice—pp. 158–159

8<sup>TH</sup> GRADE LANGUAGE STANDARDS | 8L

| Grade 8 ELA Standards   |   | Progress English Language Arts, Grade 8  |
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|   | <ul style="list-style-type: none"> <li>Recognize and correct inappropriate verb shifts.</li> </ul>  | <b>GRADE 8 Language</b><br>Shifts in Verb Voice—p. 106<br>Shifts in Verb Mood—p. 107<br>Verb Voice and Mood—p. 212                               |
| <b>ANCHOR STANDARD L2:</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.<br>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. |   |  |
| <b>Core Punctuation and Spelling Skills for Grades 6→8:</b>   |   |  |
|   | <ul style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</li> </ul>  | <b>GRADE 6 Language</b><br>Punctuation of Nonrestrictive/Paranetical Elements—pp. 212–213<br>Restrictive and Nonrestrictive Elements—pp. 255–256 |
|   | <ul style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> </ul>   | <b>GRADE 8 Language</b><br>Coordinate and Cumulative Adjectives—pp. 254–255  |
|   | <ul style="list-style-type: none"> <li>Use an ellipsis to indicate an omission.</li> </ul>  | <b>GRADE 8 Language</b><br>Punctuation for Pauses or Breaks—p. 109<br>Punctuation for Pauses or Breaks—p. 256                                    |
| <b>Knowledge of Language</b>  |   |  |
| <b>8L3:</b>   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |  |
| <b>8L3a:</b>  | 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). | <b>GRADE 8 Language</b><br>Using Active Voice and Passive Voice—pp. 160–161  |

8<sup>TH</sup> GRADE LANGUAGE STANDARDS | 8L

Grade 8 ELA Standards

Progress English Language Arts, Grade 8

Vocabulary Acquisition and Use

|             |   |  |
|-------------|---|--|
| <b>8L4:</b> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.   |  |
|             | <b>8L4a:</b> 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>GRADE 8 Language</b><br>Context Clues—p. 43   |
|             | <b>8L4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).  | <b>GRADE 8 Language</b><br>Greek and Latin Affixes—p. 95   |
|             | <b>8L4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | <b>GRADE 8 Language</b><br>Reference Materials—p. 199<br>Connotation and Denotation (use a dictionary)—p. 295<br><b>Writing Handbook</b><br>Step 4 Editing<br>Editing Checklist (use a dictionary to check spellings and definitions of words)—p. 306<br><b>Glossary</b> —pp. 331–335  |
|             | <b>8L4d:</b> 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).  | <b>GRADE 8 Language</b><br>Context Clues (use context clues then check results against a dictionary)—p. 43<br>Reference Materials—p. 199<br>Connotation and Denotation (use a dictionary)—p. 295<br><b>Writing Handbook</b><br>Step 4 Editing<br>Editing Checklist (use a dictionary to check spellings and definitions of words)—p. 306<br><b>Glossary</b> —pp. 331–335 |

8<sup>TH</sup> GRADE LANGUAGE STANDARDS | 8L

| Grade 8 ELA Standards |  | Progress English Language Arts, Grade 8  |
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| <b>8L5:</b>           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |  |
| <b>8L5a:</b>          | Interpret figures of speech including irony and puns in context.   | <b>GRADE 8 Language</b><br>Figurative Language—p. 147  |
| <b>8L5b:</b>          | Use the relationship between particular words to better understand each of the words.  | <b>GRADE 8 Language</b><br>Word Relationships—p. 243   |
| <b>8L5c:</b>          | Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).                      | <b>GRADE 8 Connotations</b> —pp. 30, 65, 113, 114, 116–119, 121–122, 146, 150, 165, 166, 171, 174<br><b>Language</b><br>Connotation and Denotation—p. 295  |
| <b>8L6:</b>           | Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Grade 8<br><b>Words to Know</b> —pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 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, 270, 272, 274, 276, 278, 280, 282, 284, 286<br><b>Language</b><br>Context Clues—p. 43<br>Figurative Language—p. 147<br>Word Relationships—p. 243<br>Connotation and Denotation—p. 295<br><b>Unit 5 Reading Literature: Craft and Structure</b><br>Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123<br><b>Unit 7 Reading Informational Text: Craft and Structure</b><br>Understanding Technical Language: “Near-Earth Objects” (Science Magazine Article)—pp. 168–175<br><b>Writing Handbook</b><br>Step 3 Revising<br>Revising Checklist: Word Choice—p. 304<br><b>Glossary</b> —pp. 331–335 |