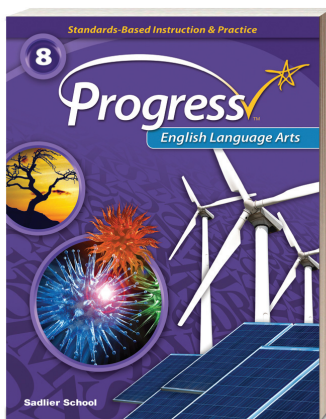


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# Colorado

## Academic Standards in Reading, Writing & Communicating

### Eighth Grade

#### Contents

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# 1. Oral Expression and Listening

## Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective

## Concepts and skills students master:

1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations

### Eighth Grade Evidence Outcomes

### Sadlier Progress English Language Arts, Grade 8

Students can:

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

i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)

ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

iii. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)

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

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

#### Writing Handbook

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

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

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

#### Writing Handbook

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

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

#### Writing Handbook

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

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

**Eighth Grade Evidence Outcomes**

iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

v. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further

vi. Evaluate the effectiveness of the techniques used and information gained from the interview

vii. Give a planned oral presentation to a specific audience for an intended purpose

viii. Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect

b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS: SL.8.2)

**Sadlier Progress English Language Arts, Grade 8**

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

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

**Writing Handbook**

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

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

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

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

SEE ALSO

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

**Writing Handbook**

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

**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

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

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
 Close Reading: “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293  
 Unit 11 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

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

- c. 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. (CCSS: SL.8.3)

**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

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

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263

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

Unit 11 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

## 1. Oral Expression and Listening

**Prepared Graduates:**

- Demonstrate skill in inferential and evaluative listening

**Concepts and skills students master:**

2. A variety of response strategies clarifies meaning or messages

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

Students can:

- a. 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. (CCSS: SL.8.4)

**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

Eighth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 8
<p>b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)</p>	<p><b>Speaking and Listening:</b> Discuss the Essential Question—pp. 58 (<i>Did I?:</i> Speak in an appropriate volume, pronounce words clearly, and make eye contact?), 110, 162, 214, 258</p> <hr/> <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>c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)</p>	<p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310</p> <hr/> <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>
<p>d. Paraphrase speaker’s meaning</p>	<p><b>Writing Handbook</b>  <b>Step 5: Producing, Publishing, and Presenting:</b> Speaking Tips (using an appropriate form of English)—p. 310</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 the Essential Question—pp. 58 (<i>Did I?:</i> Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258</p>
<p>e. Ask questions to clarify inferences</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> <hr/> <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—pp. 206–210</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>

## 2. Reading for All Purposes

### Prepared Graduates:

- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

### Concepts and skills students master:

1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment

#### Eighth Grade Evidence Outcomes

#### Sadlier Progress English Language Arts, Grade 8

Students can:

a. Use Key Ideas and Details to:

- i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)

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

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

SEE ALSO

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

- ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)

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

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

SEE ALSO

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

- iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)

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

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

SEE ALSO

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

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)

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

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

SEE ALSO

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

Eighth Grade Evidence Outcomes

- ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)

- iii. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)

c. Use Integration of Knowledge and Ideas to:

- i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)

- ii. Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints

- iii. Develop and share interpretations of literary works of personal interest

- iv. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)

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

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

SEE ALSO

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

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

Unit 5 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 5 Review—pp. 148–150

Performance Task—Online

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

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

SEE ALSO

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

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

Unit 9 Review—pp. 244–246

Performance Task—Online

**Creating an Organizational Structure** (using a graphic organizer)—pp. 50, 102, 154, 206, 250

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

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

SEE ALSO

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

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

Unit 9 Review—pp. 244–246

Performance Task—Online

**Eighth Grade Evidence Outcomes**

**Sadlier Progress English Language Arts, Grade 8**

d. Use Range of Reading and Level of Text Complexity to:

- i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Performance Task 1**

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

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



Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

**Performance Task 2**

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

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

## 2. Reading for All Purposes

**Prepared Graduates:**

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**Concepts and skills students master:**

2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

Students can:

a. Use Key Ideas and Details to:

- i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

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

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

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

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

Unit 3 Review—pp. 96–98

Performance Task—Online

- ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)

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

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

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

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

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

Unit 3 Review—pp. 96–98

Performance Task—Online

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

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

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

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

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

Unit 3 Review—pp. 96–98

Performance Task—Online

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

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

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

- ii. 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. (CCSS: RI.8.5)

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

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

- iii. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)

**Unit 7 Reading Informational Text: Craft and Structure**  
**Determining Author’s Point of View and Purpose:** “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191

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

c. Use Integration of Knowledge and Ideas to:

- i. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Evaluating Different Mediums:** “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271

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

- ii. 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. (CCSS: RI.8.8)

**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

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

Unit 11 Review—pp. 296–298  
Performance Task—Online

- iii. 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. (CCSS: RI.8.9)

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

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263

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

Unit 11 Review—pp. 296–298  
Performance Task—Online

- iv. Interpret and explain informational texts of personal interest

d. Use Range of Reading and Level of Text Complexity to:

- i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (CCSS: RI.8.10)

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

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

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

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

**Determining Central Idea and Details/Summarizing:** “American Labor and the Great Depression” (Online Article)—pp. 72–79

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

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

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

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

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

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

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

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

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

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

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

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

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

**Eighth Grade Evidence Outcomes**

**Sadlier Progress English Language Arts, Grade 8**

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

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

**Integration of Knowledge and Ideas: Comprehension**

Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

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

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

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

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

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

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

**2. Reading for All Purposes**

**Prepared Graduates:**

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

**Concepts and skills students master:**

- 3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts

**Eighth Grade Evidence Outcomes**

**Sadlier Progress English Language Arts, Grade 8**

Students can:

- a. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)
  - i. Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages
  - ii. Explain how authors use language to influence audience perceptions of events, people, and ideas
  - iii. Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood)

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

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

SEE ALSO

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

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

Unit 5 Review—pp. 148–150

Performance Task—Online

**Eighth Grade Evidence Outcomes**

- iv. 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. (CCSS: L.8.4a)

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- v. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). (CCSS: L.8.4b)

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- vi. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)

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- vii. 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). (CCSS: L.8.4d)

**Sadlier Progress English Language Arts, Grade 8**

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

**Language:** Context Clues—p. 43

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10  
Unit 1 Review—pp. 44–46

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

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

SEE ALSO

Introducing Unit 3/Home Connect—pp. 61–62  
Unit 3 Review—p. 97

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

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

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166  
Unit 7 Review—p. 201  
Writing Handbook: Step 4 Editing: Editing Checklist (use a dictionary)—p. 306

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

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

**Writing Handbook**

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

**Glossary**—pp. 331–335

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

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

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

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

SEE ALSO

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

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)

i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)

ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)

iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). (CCSS: L.8.5c)

c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

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

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

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

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

SEE ALSO

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

Unit 5 Review—pp. 148–150

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

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

SEE ALSO

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

Unit 9 Review—pp. 245–246

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

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

SEE ALSO

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

Unit 11 Review—pp. 296–298

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

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

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

**Language:** Context Clues—p. 43

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

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

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

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

**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

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**Eighth Grade Evidence Outcomes**

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

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

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**Writing Handbook**

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

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### 3. Writing and Composition

**Prepared Graduates:**

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

**Concepts and skills students master:**

1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality

**Eighth Grade Evidence Outcomes**

*Sadlier Progress English Language Arts, Grade 8*

Students can:

- a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

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

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

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

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

**Performance Task 1**

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

**Performance Task 2**

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

- i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a)

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

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

- ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)

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

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

- iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)

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

**Read a Student Model/Create a Fictional Narrative:** Using Transition Words and Phrases to Connect Events—pp. 51, 53

- iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d)

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

**Read a Student Model/Create a Fictional Narrative:** Including Descriptive Details, Precise Descriptions, and Sensory Language—pp. 50–53

- v. Establish and maintain a controlling idea appropriate to audience and purpose

- vi. Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background information using flashbacks)



Eighth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 8
<p>vii. Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect</p>	<p><b>Unit 5 Reading Literature: Craft and Structure Language:</b> Figurative Language—p. 147</p> <p>SEE ALSO                      Introducing Unit 5/Home Connect—pp. 113–114                      Unit 5 Review—pp. 148–150</p>
<p>viii. Express voice and tone and influence readers’ perceptions by varying vocabulary, sentence structure, and descriptive details</p>	
<p>ix. Use mentor text/authors to help craft appropriate technique</p>	
<p>x. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)</p>	<p><b>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Create a Fictional Narrative:</b> Ending with a Meaningful Conclusion—pp. 52–53</p>

### 3. Writing and Composition

**Prepared Graduates:**

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

**Concepts and skills students master:**

- Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality

Eighth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 8
<p>Students can:</p>	
<p>a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1)</p>	<p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays Read a Student Model/Outline an Argumentative Essay:</b> Analyze a student model/organize and draft an argumentative essay—pp. 250–253</p> <p><b>Unit 10 Review:</b> Assignment: Write the final draft of the argumentative essay started on p. 253—p. 260</p> <p>SEE ALSO                      Introducing Unit 10/Home Connect/Essential Question—pp. 247–249</p>
<p>i. Develop texts that offer a comparison, show cause and effect, or support a point</p>	
<p>ii. Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion</p>	
<p>iii. Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposes</p>	
<p>iv. Use specific details and references to text or relevant citations to support focus or judgment</p>	

Eighth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 8
v. Use planning strategies to select and narrow topic	
vi. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a)	<p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays</b>  <b>Read a Student Model/Outline an Argumentative Essay:</b> Creating an Organizational Structure/Introducing the Topic and Writer’s Claim/Addressing Counterclaims/Organizing Evidence Logically—pp. 250–253</p>
vii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b)	<p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays</b>  <b>Read a Student Model/Outline an Argumentative Essay:</b> Supporting Claims with Relevant Reasons and Evidence/Using Sources That Are Credible and Accurate—pp. 251, 253</p>
viii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c)	<p><b>Unit 10 Text Types and Purposes: Write Argumentative Essays</b>  <b>Read a Student Model/Outline an Argumentative Essay:</b> Connecting Ideas with Transition Words, Phrases, and Clauses—pp. 252–253</p>
ix. Establish and maintain a formal style. (CCSS: W.8.1d)	<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>
x. Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audience	
xi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	<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>
b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)	<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 4 Review:</b> Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112  <small>SEE ALSO</small>                      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 6 Review:</b> Assignment: Write the final draft of the evidence-based essay started on p. 157—p. 164</p>

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

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

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

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

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

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

**Performance Task 1**

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

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

**Performance Task 2**

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

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

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

**Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing the Topic/Organizing Ideas/Using Formatting (subheads) and Graphics—pp. 102–105

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

**Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure/Introducing the Topic/Previewing the Content—pp. 154–157

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Using Subheads to Group Related Information—pp. 206–208, 210

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

**Read a Student Model/Outline an Informative/Explanatory Essay:** Developing the Topic Facts, Details, Quotations—pp. 103–105

**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

- i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

- ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)

**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

iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)

**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

v. Establish and maintain a formal style. (CCSS: W.8.2e)

**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

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

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

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

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

**Eighth Grade Evidence Outcomes**

- vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

- vii. Elaborate to give detail, add depth, and continue the flow of an idea

**Sadlier Progress English Language Arts, Grade 8**

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

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

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

### 3. Writing and Composition

**Prepared Graduates:**

- Apply standard English conventions to effectively communicate with written language

**Concepts and skills students master:**

- 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document

**Eighth Grade Evidence Outcomes**

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
  - i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
  - ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b)

**Sadlier Progress English Language Arts, Grade 8**

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Language:** Verbals—pp. 54–55  
 SEE ALSO  
 Introducing Unit 2/Home Connect—pp. 47–48  
 Unit 2 Review—p. 60

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Language:** Active Voice and Passive Voice—pp. 158–159  
 SEE ALSO  
 Introducing Unit 6/Home Connect—pp. 151–152  
 Unit 6 Review—p. 164  
 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304;  
 Step 4 Editing: Editing Checklist—p. 306

**Eighth Grade Evidence Outcomes**

- iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c)

- iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

- v. Use comparative and superlative adjectives and adverbs correctly in sentences

- vi. Combine sentences with subordinate conjunctions

- vii. Use subject-verb agreement with intervening phrases and clauses

- viii. Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences

**Sadlier Progress English Language Arts, Grade 8**

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

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

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

**Language:** Conditional and Subjunctive Moods—p. 211

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

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

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

SEE ALSO  
 Introducing Unit 10/Home Connect—pp. 247–248  
 Unit 10 Review—p. 260  
 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

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

**Language:** Shifts in Verb Voice—p. 106  
**Language:** Shifts in Verb Mood—p. 107

SEE ALSO  
 Introducing Unit 4/Home Connect—pp. 99–100  
 Unit 4 Review—p. 112  
 Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

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

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

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

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)

i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)

ii. Format and punctuate dialogue correctly.

iii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b)

iv. Spell correctly. (CCSS: L.8.2c)

c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3)

i. 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). (CCSS: L.8.3a)

d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)

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

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

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 247–248  
Unit 10 Review—p. 260

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

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

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

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

SEE ALSO  
Introducing Unit 4/Home Connect—pp. 99–100  
Unit 4 Review—p. 112

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

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

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 247–248  
Unit 10 Review—p. 260

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

**Language:** Correct Spelling—p. 257

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 247–248  
Unit 10 Review—p. 260

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

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

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

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

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

Eighth Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 8

- e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)

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

**Read a Student Model/Outline an Informative/Explanatory**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Unit 8 Review:** Write the final draft—p. 164

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

**Draft a Research Report**—p. 210

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

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

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

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

**Writing Handbook**



**Eighth Grade Evidence Outcomes**

**Sadlier Progress English Language Arts, Grade 8**

- f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)

- Step 1: Planning**—pp. 300–302  
**Step 2: Drafting**—p. 303  
**Step 3: Revising**—pp. 304–305  
**Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—p. 306–308

**Writing Handbook**

- Step 1: Planning:** Planning and Research/Researching Your Topic (online searches)—pp. 300–302  
**Step 5: Producing, Publishing, and Presenting** (using a computer to produce your final copy, online publishing, digital slide presentations)—p. 309

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

## 4. Research and Reasoning

### Prepared Graduates:

- Exercise ethical conduct when writing, researching, and documenting sources

### Concepts and skills students master:

1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures

### Eighth Grade Evidence Outcomes

### Sadlier Progress English Language Arts, Grade 8

Students can:

- a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)

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

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

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

#### Performance Task 1

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

#### Performance Task 2

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

#### Writing Handbook

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

- i. Differentiate between paraphrasing and using direct quotes in a report
- ii. Organize and present research appropriately for audience and purpose
- iii. Present findings

- b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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

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

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

#### Performance Task 1

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

#### Performance Task 2

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

#### Writing Handbook

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

Eighth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 8
<p>i. Differentiate between primary and secondary source materials</p> <hr/> <p>ii. Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources</p> <hr/> <p>iii. Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page</p> <hr/> <p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9)</p>	<hr/> <hr/> <hr/>
<p>i. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). (CCSS: W.8.9a)</p>	<p><b>Unit 1 Reading Literature: Key Ideas and Details</b>  <b>Introducing Unit 1/Home Connect/Essential Question</b>—pp. 9–11  <b>Key Ideas and Details:</b> Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41  <b>Analyze Meaning:</b> “The Judgment of Paris” (Greek Myth)—pp. 12–19  <b>Analyzing Theme and Summarizing:</b> “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27  <b>Analyzing Plot and Character:</b> “Good Sports” (Drama)—pp. 28–35  <b>Close Reading:</b> “One Step Closer to Freedom” (Native American Inuit Myth)—pp. 36–41  <b>Connect Across Texts:</b> Support a Claim—p. 42  <b>Unit 1 Review:</b> “Searching for Treasure”/ “Searching for Ghosts”—pp. 44–46</p>
	<p><b>Unit 5 Reading Literature: Craft and Structure</b>  <b>Introducing Unit 5/Home Connect/Essential Question</b>—pp. 113–115  <b>Craft and Structure:</b> Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145  <b>Analyzing Word Choice:</b> “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123  <b>Comparing and Contrasting Text Structures:</b> “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131  <b>Analyzing Point of View:</b> “To Build a Fire” (Adventure)—pp. 132–139  <b>Close Reading:</b> “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145  <b>Connect Across Texts:</b> Compare and Contrast Texts—p. 146  <b>Unit 5 Review:</b> “On the Trail”/“On the Road”—pp. 148–150</p>
	<hr/> <p><b>Performance Task 1</b></p> <hr/>

Eighth Grade Evidence Outcomes

- ii. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (CCSS: W.8.9b)

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**Part 1: Literary Analysis**—pp. 311–314  
**Part 2: Narrative Writing**—pp. 311, 315–317

**Performance Task 2**

**Part 1: Literary Analysis**—pp. 321–324  
**Part 2: Narrative Writing**—pp. 321, 325–327

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

**Introducing Unit 3/Home Connect**—pp. 61–62  
**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93  
**Drawing Inferences:** “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71  
**Determining Central Idea and Details/Summarizing:** “American Labor and the Great Depression” (Online Article)—pp. 72–79  
**Analyzing Relationships in a Text:** “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87  
**Close Reading:** “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93  
**Connect Across Texts:** Compare and Contrast Texts—p. 94  
**Unit 3 Review:** “The Beginnings of World War I”/“Address to Congress” (April 2, 1917)—pp. 96–98

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

**Introducing Unit 7/Home Connect**—pp. 165–166  
**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197  
**Understanding Technical Language:** “Near-Earth Objects” (Science Magazine Article)—pp. 168–175  
**Analyzing Text Structure:** “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183  
**Determining Author’s Point of View and Purpose:** “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191  
**Close Reading:** “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197  
**Connect Across Texts:** Compare and Contrast Texts—p. 198  
**Unit 7 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

**Eighth Grade Evidence Outcomes**

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**Close Reading:** “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293  
**Connect Across Texts:** Support a Claim—p. 294  
**Unit 11 Review:** “The Telephone at the Centennial” by Walter Kellogg Towers/“Museum Exhibit: History of the Telephone”—pp. 296–298

**Performance Task 1**  
**Part 3: Research Simulation**—pp. 311, 318–320

**Performance Task 2**  
**Part 3: Research Simulation**—pp. 321, 328–330

## 4. Research and Reasoning

**Prepared Graduates:**

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

**Concepts and skills students master:**

2. Common fallacies and errors occur in reasoning

**Eighth Grade Evidence Outcomes**

**Sadlier Progress English Language Arts, Grade 8**

Students can:

- a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking
- b. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- c. Identify common reasoning fallacies in print and non-printed sources
- d. Differentiate between valid and faulty generalizations

## 4. Research and Reasoning

**Prepared Graduates:**

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

**Concepts and skills students master:**

3. Quality reasoning relies on supporting evidence in media

**Eighth Grade Evidence Outcomes**

*Sadlier Progress English Language Arts, Grade 8*

Students can:

- Take a position on an issue and support it using quality reasoning
- Analyze own or others' appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts
- Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- Use appropriate media to demonstrate reasoning and explain decisions in the creative process