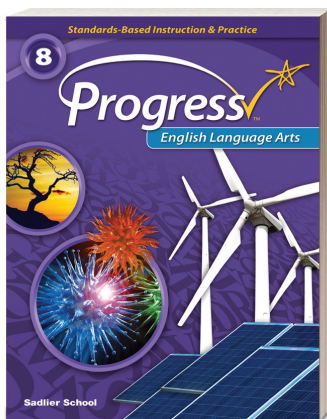


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Language Arts

Florida Standards (LAFS)

Grade: 8

Contents

Reading Standards for Literature	2
Reading Standards for Informational Text	5
Writing Standards	8
Standards for Speaking and Listening	18
Language Standards	21

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Cluster 1: Key Ideas and Details

LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

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

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

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

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

Strand: Reading Standards for Literature

STANDARDS

LAFS.8.RL.1.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.RL.3.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.8.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

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

Unit 5 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

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

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

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Unit 5 Reading Literature: Craft and Structure

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

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

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

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

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

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

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

Unit 5 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

Performance Task 2

Part 1: Literary Analysis—pp. 321–324

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Cluster 1: Key Ideas and Details

LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.8.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

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

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

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

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

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

Strand: Reading Standards for Informational Text

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p>LAFS.8.RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>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</p> <p>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</p>
<hr/> Cluster 3: Integration of Knowledge and Ideas <hr/>	
<p>LAFS.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Evaluating Different Mediums: "Types of Food Preservation: Pasteurization" (Web Article)—pp. 264–271</p> <p>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</p>
<p>LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>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</p> <p>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</p>
<p>LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>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</p> <p>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</p>

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.8.RI.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Cluster 1: Text Types and Purposes

LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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 10 Text Types and Purposes: Write Argumentative Essays

Read a Student Model/Outline an Argumentative Essay: Creating an Organizational Structure/Introducing the Topic and Writer’s Claim/Addressing Counterclaims/Organizing Evidence Logically—pp. 250–253

Unit 10 Text Types and Purposes: Write Argumentative Essays

Read a Student Model/Outline an Argumentative Essay: Supporting Claims with Relevant Reasons and Evidence/Using Sources That Are Credible and Accurate—pp. 251, 253

Unit 10 Text Types and Purposes: Write Argumentative Essays

Read a Student Model/Outline an Argumentative Essay: Connecting Ideas with Transition Words, Phrases, and Clauses—pp. 252–253

Unit 10 Text Types and Purposes: Write Argumentative Essays

Read a Student Model/Outline an Argumentative Essay: Including Academic Language and Maintaining a Formal Tone—pp. 250, 253

Unit 10 Text Types and Purposes: Write Argumentative Essays

Read a Student Model/Outline an Argumentative Essay: Providing a Conclusion That Restates the Claim and Includes a Call to Action—pp. 252–253

Strand: Writing Standards

STANDARDS

LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

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

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: 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/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

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

Strand: Writing Standards

STANDARDS

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

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

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

- e. Establish and maintain a formal style.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strand: Writing Standards

STANDARDS

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

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion to Summarize the Central Idea—pp. 104–105

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

Read a Student Model/Outline an Evidence-Based Essay: Ending with a Conclusion that Sums Up and Supports the Writer’s Interpretation—pp. 156–157

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

Read a Student Model/Use Index Cards/Outline a Research Report: Supporting and Summarizing the Ideas in the Conclusion—pp. 208, 210

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

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

Performance Task 1

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

Performance Task 2

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

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

Strand: Writing Standards

STANDARDS

- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Cluster 2: Production and Distribution of Writing

- LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

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

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

Strand: Writing Standards

STANDARDS

LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Research to Build and Present Knowledge

LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

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

Writing Handbook

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

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

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

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

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

Unit 10 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

Strand: Writing Standards

STANDARDS

LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Writing Handbook

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

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

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

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

Performance Task 1

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

Performance Task 2

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

Writing Handbook

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

Unit 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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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 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

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

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Cluster 4: Range of Writing

LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

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

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

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

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

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

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

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

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

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

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

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

Unit 10 Text Types and Purposes: Write Argumentative Essays

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

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

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—p. 306–308

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Performance Task 1

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

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

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

Performance Task 2

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

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

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

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

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Cluster 1: Comprehension and Collaboration

LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

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

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

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

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Speaking and Listening: Discuss the Essential Question (follow discussion rules)—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258</p>
<p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p>Speaking and Listening: Discuss the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258</p>
<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>LAFS.8.SL.1.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Connect Across Texts (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p>Speaking and Listening: Discuss to the Essential Question—pp. 58 (<i>Did I?:</i> Revise my own views when presented with new evidence or information?), 110, 162, 214, 258</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> <p>Connect Across Texts (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p>Speaking and Listening: Discuss to the Essential Question—pp. 58, 110, 162, 214, 258</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271</p> <p>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</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
<p>LAFS.8.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Connect Across Texts (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p>Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?</i>: Distinguish claims that are supported by reasons and evidence from claims that are not?), 110, 162, 214, 258</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</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>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</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>Cluster 2: Presentation of Knowledge and Ideas</p>	
<p>LAFS.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 310</p> <p>Connect Across Texts (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242</p> <p>Speaking and Listening: 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> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>LAFS.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310</p> <p>See also Home Connect—pp. 48 (create a flow chart), 100 (create a time line), 152 (create a scrapbook), 204 (use a time line)</p>

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
LAFS.8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips (using an appropriate form of English)—p. 310 Connect Across Texts (small group/class discussion): Support a Claim—pp. 42, 294; Compare and Contrast Texts—pp. 94, 146, 198, 242 Speaking and Listening: Discuss the Essential Question—pp. 58 (<i>Did I?</i> : Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258 <i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

Strand: Language Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8
Cluster 1: Conventions of Standard English LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	 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 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

Strand: Language Standards

STANDARDS

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

LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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 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

Strand: Language Standards

STANDARDS

- c. Spell correctly.

Cluster 2: Knowledge of Language

- LAFS.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Cluster 3: Vocabulary Acquisition and Use

- LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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 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

Strand: Language Standards

STANDARDS

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

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Unit 7 Reading Informational Text: Craft and Structure

Language: Reference Materials—p. 199

SEE ALSO

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

Unit 7 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

Glossary—pp. 331–335

Unit 5 Reading Literature: Craft and Structure

Language: Figurative Language—p. 147

SEE ALSO

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

Unit 5 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

Strand: Language Standards

STANDARDS

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

LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Connotation and Denotation—p. 295

Writing Handbook

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