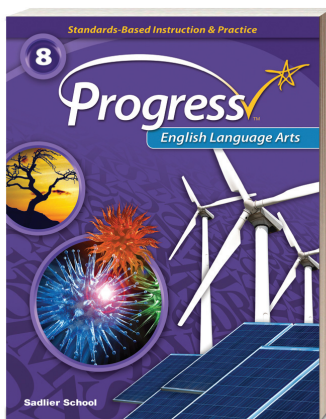


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# Pennsylvania

## Core Standards for

### English Language Arts

## Grade 8

### Contents

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## 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Phonics and Word Recognition

CC.1.1.8.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### Fluency

CC.1.1.8.E Read with accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.

- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

SEE ALSO

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

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

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

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

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

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

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

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

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

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

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

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

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

(Teacher observation)

#### 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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Key Ideas and Details: Main Idea

- CC.1.2.8.A 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.

#### Key Ideas and Details: Text Analysis

- CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

#### Craft and Structure: Point of View

- CC.1.2.8.D 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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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 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 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 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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Craft and Structure: Text Structure

- CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.

#### Craft and Structure: Vocabulary

- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

#### Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

#### Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **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

#### **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 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

#### **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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Integration of Knowledge and Ideas: Analysis Across Texts

CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

#### Vocabulary Acquisition and Use

CC.1.2.8.J 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.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

**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

**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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

### Range of Reading

CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

SEE ALSO

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

Unit 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 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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Key Ideas and Details: Theme

- CC.1.3.8.A 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.

#### Key Ideas and Details: Text Analysis

- CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

#### Key Ideas and Details: Literary Elements

- CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### Craft and Structure: Point of View

- CC.1.3.8.D 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) such effects as suspense or humor.

#### Craft and Structure: Text Structure

- CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

**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 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  
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#### 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 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



## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Craft and Structure: Vocabulary

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

#### Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.8.G 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 directors or actors.

#### Integration of Knowledge and Ideas

- CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

#### Vocabulary Acquisition and Use: Strategies

- CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Unit 5 Review—pp. 148–150  
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 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

**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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

### Vocabulary Acquisition and Use

- CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### SADLIER 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

**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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Range of Reading

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

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

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

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

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

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

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

**Unit 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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### 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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Informative/Explanatory

- CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

#### Informative/Explanatory: Focus

- CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

### 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:** Introducing the Topic/Organizing Ideas—pp. 102–105

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

**Read a Student Model/Outline an Evidence-Based Essay:** 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:** Introducing the Topic/Previewing Information to Follow—pp. 206–208, 210

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Informative/Explanatory: Content

- CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics 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:** Developing the Topic Facts, Details, Quotations/Using Formatting (subheads) and Graphics—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/ Using Subheads to Group Related Information—pp. 206, 210

#### Informative/Explanatory: Organization

- CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

##### Read a Student Model/Outline an

**Informative/Explanatory Essay:** Creating an Organizational Structure/Using Transitions to Link Ideas/Providing a Conclusion to Summarize the Central Idea—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/Using Transitions to Connect Ideas Within Paragraphs/Ending with a Conclusion that Sums Up and Supports the Writer's Interpretation—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/Using Transition Words to Create Coherence/Supporting and Summarizing the Ideas in the Conclusion—pp. 206–208, 210

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Informative/Explanatory: Style

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

### 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:** 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

#### Writing Handbook

**Step 4 Editing:** Editing Checklist (use sentence variety)—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 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 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

#### Writing Handbook

**Step 4 Editing:** Editing Checklist (voice, mood)—p. 306

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

- Establish and maintain a formal style.

### Informative/Explanatory: Conventions of Language

- CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### Opinion/Argumentative

- CC.1.4.8.G Write arguments to support claims.

### 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:** 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

#### **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

#### **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 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



## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Opinion/Argumentative: Focus

CC.1.4.8.H Introduce and state an opinion on a topic.

#### Opinion/Argumentative: Content

CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

#### Opinion/Argumentative: Organization

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

#### Opinion/Argumentative: Style

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

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

- Use sentences of varying lengths and complexities.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

**Read a Student Model/Outline an Argumentative Essay:** Introducing the Topic and Writer's Claim—pp. 250, 253

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

**Read a Student Model/Outline an Argumentative Essay:** Addressing Counterclaims/Supporting Claims with Relevant Reasons and Evidence/ Using Sources That Are Credible and Accurate/ Organizing Evidence Logically—pp. 250–253

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

**Read a Student Model/Outline an Argumentative Essay:** Creating an Organizational Structure/Organizing Evidence Logically/Connecting Ideas with Transition Words, Phrases, and Clauses/Providing a Conclusion That Restates the Claim and Includes a Call to Action—pp. 250–253

#### 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

#### Writing Handbook

**Step 4 Editing:** Editing Checklist (use sentence variety)—p. 306

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

- Create tone and voice through precise language.

- Establish and maintain a formal style.

### Opinion/Argumentative: Conventions of Language

- CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **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 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 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 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 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 Types and Purposes: Write Opinion Pieces**

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

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

**Language:** Correct Spelling—p. 257

SEE ALSO

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

Unit 10 Review—p. 260

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Narrative

CC.1.4.8.M Write narratives to develop real or imagined experiences or events.

#### Narrative: Focus

CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

#### Narrative: Content

CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### Narrative: Organization

CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.

#### Narrative: Style

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

##### Read a Student Model/Create a Fictional Narrative:

Analyze a student model/organize and draft a fictional narrative—pp. 50–53

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

SEE ALSO

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

#### Performance Task 1

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

#### Performance Task 2

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

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

##### Read a Student Model/Create a Fictional Narrative:

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/ Including Descriptive Details, Precise Descriptions, and Sensory Language—pp. 50–51, 53

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

##### Read a Student Model/Create a Fictional Narrative:

Creating an Organizational Structure/ Using Transition Words and Phrases to Connect Events/Ending with a Meaningful Conclusion—pp. 50–53

#### 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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

### Narrative: Conventions of Language

- CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### Response to Literature

- CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

#### 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 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

#### Writing Handbook

**Step 4 Editing:** Editing Checklist (use sentence variety)—p. 306

#### Writing Handbook

**Step 4 Editing:** Editing Checklist (voice, mood)—p. 306

#### 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 Opinion Pieces

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

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

**Language:** Correct Spelling—p. 257

SEE ALSO

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

Unit 10 Review—p. 260

#### 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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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

#### Performance Task 2

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

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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Production and Distribution of Writing: Writing Process

CC.1.4.8.T 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.

#### Technology and Publication

CC.1.4.8.U 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.

### 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)

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Conducting Research

CC.1.4.8.V 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.

#### Credibility, Reliability, and Validity of Sources

CC.1.4.8.W 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.

#### Range of Writing

CC.1.4.8.X 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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

#### 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

**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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

### 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. 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

#### **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



## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 8

\*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.

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Comprehension and Collaboration: Collaborative Discussion

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### Comprehension and Collaboration: Critical Listening

CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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

#### 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

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Comprehension and Collaboration: Evaluating Information

- CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Comprehension and Collaboration: Purpose, Audience, and Task

- CC.1.5.8.D 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.

#### Presentation of Knowledge and Ideas: Context

- CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

#### Writing Handbook

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

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

#### Writing Handbook

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

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

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

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

#### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** 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

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Integration of Knowledge and Ideas: Multimedia

CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

#### Conventions of Standard English

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

#### Writing Handbook

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

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

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

**Language:** Verbals—pp. 54–55

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

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

**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

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

SEE ALSO

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

Unit 10 Review—p. 260

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306