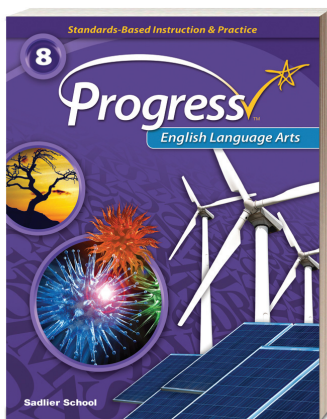


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

# South Carolina

## College- and Career-Ready

### Standards for

### English Language Arts

## Grade 8

### Contents

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## Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE EIGHT

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### Principles of Reading (P)

#### **Standard 1: Demonstrate understanding of the organization and basic features of print.**

- 1.1 *Students are expected to build upon and continue applying previous learning.*
- 1.2 *Students are expected to build upon and continue applying previous learning.*
- 1.3 *Students are expected to build upon and continue applying previous learning.*
- 1.4 *Students are expected to build upon and continue applying previous learning.*

#### **Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

- 2.1 *Students are expected to build upon and continue applying previous learning.*
- 2.2 *Students are expected to build upon and continue applying previous learning.*
- 2.3 *Students are expected to build upon and continue applying previous learning.*
- 2.4 *Students are expected to build upon and continue applying previous learning.*
- 2.5 *Students are expected to build upon and continue applying previous learning.*

#### **Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- 3.1 *Students are expected to build upon and continue applying previous learning.*
- 3.2 *Students are expected to build upon and continue applying previous learning.*
- 3.3 *Students are expected to build upon and continue applying previous learning.*
- 3.4 *Students are expected to build upon and continue applying previous learning.*
- 3.5 *Students are expected to build upon and continue applying previous learning.*
- 3.6 *Students are expected to build upon and continue applying previous learning.*

#### **Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

- 4.1 *Students are expected to build upon and continue applying previous learning.*
- 4.2 *Students are expected to build upon and continue applying previous learning.*

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE EIGHT

- 4.3 *Students are expected to build upon and continue applying previous learning.*

### Meaning and Context (MC)

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

- 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- 5.2 *Students are expected to build upon and continue applying previous learning.*

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

- 6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.

- 7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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 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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE EIGHT

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

- 8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.

### Language, Craft, and Structure (LCS)

**Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

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

9.2 *Students are expected to build upon and continue applying previous learning.*

**Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

10.1 Use context clues to determine meanings of words and phrases.

10.2 *Students are expected to build upon and continue applying previous learning.*

10.3 *Students are expected to build upon and continue applying previous learning.*

10.4 *Students are expected to build upon and continue applying previous learning.*

10.5 *Students are expected to build upon and continue applying previous learning.*

10.6 *Students are expected to build upon and continue applying previous learning.*

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE EIGHT

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.**

- 11.1 Analyze how the author’s development of perspectives of the characters and the reader create suspense or humor.

- 11.2 *Students are expected to build upon and continue applying previous learning.*

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

- 12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.
- 12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.

### Range and Complexity (RC)

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

- 13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

### 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 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

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

## Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE EIGHT

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### Principles of Reading (P)

#### **Standard 1: Demonstrate understanding of the organization and basic features of print.**

- |     |   |
|-----|---|
| 1.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |

#### **Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

- |     |   |
|-----|---|
| 2.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |

#### **Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- |     |   |
|-----|---|
| 3.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.6 | <i>Students are expected to build upon and continue applying previous learning.</i> |

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, GRADE EIGHT

#### **Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read grade-level text with purpose and understanding.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

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

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

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

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

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

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

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

**Unit 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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, GRADE EIGHT

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Meaning and Context (MC)

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

5.2 *Students are expected to build upon and continue applying previous learning.*

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

\*See content cited above for grade-level prose.

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

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

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

**Language:** Context Clues—p. 43

#### **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 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



## Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE EIGHT

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

### Language, Craft, and Structure (LCS)

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

- 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

- 8.2 Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.

**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.**

- 9.1 *Students are expected to build upon and continue applying previous learning.*
- 9.2 *Students are expected to build upon and continue applying previous learning.*
- 9.3 *Students are expected to build upon and continue applying previous learning.*
- 9.4 *Students are expected to build upon and continue applying previous learning.*
- 9.5 *Students are expected to build upon and continue applying previous learning.*

### 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 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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, GRADE EIGHT

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.**

- 10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

- 11.1 Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic.

- 11.2 Analyze 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.

### Range and Complexity (RC)

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.**

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

SEE ALSO

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

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

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

SEE ALSO

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

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

## Writing (W)

STANDARDS AND INDICATORS, GRADE EIGHT

### Meaning, Context, and Craft (MCC)

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

- 1.1 Write arguments that:
- a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;
  - b. use relevant information from multiple print and multimedia sources;
  - c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;
  - d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;
  - e. develop the claim and counterclaims providing credible evidence and data for each;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

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

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

Creating an Organizational Structure/Introducing the Topic and Writer’s Claim/Addressing Counterclaims/Organizing Evidence Logically—pp. 250–253

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

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

Using Sources That Are Credible and Accurate—p. 251

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

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

**Writing Handbook**

**Step 1: Planning:** Researching Your Topic—p. 302

**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

**Writing Handbook**

**Step 1: Planning:** Researching Your Topic: How to Judge (credible sources)—p. 302

**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:**

Addressing Counterclaims/Organizing Evidence Logically—pp. 250–253

## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- 
- g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
- 
- h. establish and maintain a formal style and objective tone; and
- 
- i. provide a concluding statement or section that follows from and supports the argument.

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

#### 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 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

#### 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

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

#### 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

SEE ALSO

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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- 2.1 Write informative/explanatory texts that:
- introduce a topic;
- 
- use relevant information from multiple print and multimedia sources;
- 
- organize ideas, concepts, and information into broader categories;

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

SEE ALSO

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

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

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

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

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

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

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

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

**Read a Student Model/Outline an Evidence-Based Essay:** Include Supporting Evidence—p. 155

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Gather Relevant Information—p. 207

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

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

#### **Writing Handbook**

**Step 1: Planning:** Researching Your Topic—p. 302

#### **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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- 
- d. assess the credibility of each source;
- 
- e. include formatting, graphics, and multimedia to aid comprehension;
- 
- f. develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples;
- 
- g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- 

### 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:** Creating an Organizational Structure/Introducing the Topic/Previewing the Content—pp. 154–157

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

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

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Use Accurate Information from Reliable, Trustworthy Sources—p. 208

#### **Writing Handbook**

**Step 1: Planning:** Researching Your Topic: How to Judge (credible sources)—p. 302

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

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Formatting (subheads) and Graphics—pp. 102–105

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Subheads to Group Related Information—pp. 206–208, 210

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

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

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

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

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

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

#### **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 (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

h. paraphrase, quote, and summarize to avoid plagiarism;

i. follow a standard format for citation;

j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;

k. use precise language and domain-specific vocabulary to explain the topic;

l. establish and maintain a style and tone authentic to the purpose; and

### 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:** 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

#### **Writing Handbook**

**Step 1: Planning:** Researching Your Topic: How to Cite Sources—p. 302

**Step 4: Editing:** Editing Tips: Citing Sources—p. 308

#### **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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- m. provide a concluding statement or section that follows and supports the information or explanation presented.

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
  - b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;
  - c. organize an event sequence that unfolds naturally and logically;

### 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

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**—pp. 50–53

**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—p. 50

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

**Read a Student Model/Create a Fictional Narrative:** Creating an Organizational Structure (use a graphic organizer)—pp. 50, 53



## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;

---

- e. 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;

---

- f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

---

- g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and

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- h. provide a conclusion that follows from and reflects on the narrated experiences or events.

## Language (L)

### Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 When writing:
  - a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences;

---

  - b. form and use verbs in the active and passive voice;

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

**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

#### 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

**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**  
**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 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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and

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

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

5.1 *Students are expected to build upon and continue applying previous learning.*

5.2 Use:

- a. commas, ellipses, and dashes to indicate a pause, break, or omission; and

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

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

**Language:** Verb Moods—pp. 56–57

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Review—p. 60

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

Editing: Editing Checklist—p. 306

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

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

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—p. 216

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

Editing: Editing Checklist—p. 306

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

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

SEE ALSO

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

Unit 10 Review—p. 260

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

Editing: Editing Checklist—p. 306

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

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

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

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Review—p. 112

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

Editing: Editing Checklist—p. 306

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

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

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—p. 216

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

Editing: Editing Checklist—p. 306

#### **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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE EIGHT

- b. an ellipsis to indicate an omission.

5.3	<i>Students are expected to build upon and continue applying previous learning.</i>
5.4	<i>Students are expected to build upon and continue applying previous learning.</i>
5.5	<i>Students are expected to build upon and continue applying previous learning.</i>

### Range and Complexity (RC)

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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

**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

## Writing (W)

STANDARDS AND INDICATORS, GRADE EIGHT

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 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

### 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.

6.2 *Students are expected to build upon and continue applying previous learning.*

6.3 *Students are expected to build upon and continue applying previous learning.*

6.4 *Students are expected to build upon and continue applying previous learning.*

6.5 *Students are expected to build upon and continue applying previous learning.*

## Communication (C)

### STANDARDS AND INDICATORS, GRADE EIGHT

### Meaning and Context (MC)

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.

1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.

1.3 Apply effective communication techniques based on a variety of contexts and tasks.

1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.

1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

### 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

**Connect Across Texts:** 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:** Speaking Tips/Listening Tips—p. 310

**Connect Across Texts:** 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

**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

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

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

## Communication (C)

### STANDARDS AND INDICATORS, GRADE EIGHT

1.6 *This indicator does not begin until English 1.*

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.

2.2 Analyze and evaluate credibility of information and accuracy of findings.

2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### Writing Handbook

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

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

#### Unit 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

#### Writing Handbook

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

#### Performance Task 1

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

#### Performance Task 2

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

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Listing Sources—pp. 206–210

#### Writing Handbook

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

#### Performance Task 1

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

#### Performance Task 2

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

#### 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

#### Writing Handbook

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

#### Performance Task 1

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

#### Performance Task 2

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

## Communication (C)

### STANDARDS AND INDICATORS, GRADE EIGHT

2.4 *Students are expected to build upon and continue applying previous learning.*

**Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.**

3.1 *Students are expected to build upon and continue applying previous learning.*

3.2 Utilize multimedia to clarify information and emphasize salient points.

## Language, Craft, and Structure (LCS)

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

4.1 Determine the effectiveness of 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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### 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)

**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

#### 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

#### 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

## Communication (C)

### STANDARDS AND INDICATORS, GRADE EIGHT

4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.

4.3 Evaluate the presentation to determine how the speaker:

- articulates a clear message;
- monitors audience awareness;
- addresses possible misconceptions or objections;
- chooses appropriate media; and
- uses an appropriate style for the audience.

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

5.1 Consider audience when selecting presentation types.

5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.

5.3 *This indicator does not begin until English 1.*

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 8

#### **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

**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:** Online Publishing and Digital Slide Presentations/Oral Presentation—p. 310