

# TNReady 8<sup>th</sup> Grade English Language Arts Blueprint

Sadlier Common Core Progress English Language Arts and Sadlier Progress Monitor Benchmark Assessments

Correlated to the **TNReady 8<sup>th</sup> Grade English Language Arts Blueprint\*** (Revised 10/1/15 v.2)

Category	Standards		# of Items	% of Score Points	Sadlier <i>Common Core Progress English Language Arts</i> Grade 8		Sadlier <i>Progress Monitor Benchmark Assessments**</i>	
							# of Items	% of Test
Writing: Written Expression (Prompt will align to primarily one writing standard and also one or more reading standards.)			1	18–21%			13	27%
	W.8.1	Write arguments to support claims with clear reasons and relevant evidence. (Includes a–e.)			Unit 10	Text Types and Purposes: Write Argumentative Essays Write Argumentative Essays—pp. 250–253	4	
	W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Includes a–f.)			Unit 4	Text Types and Purposes: Write Informative / Explanatory Texts Write Informative/Explanatory Texts—pp. 102–105	9	
	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Includes a–e.)			Unit 2	Text Types and Purposes: Write Fictional Narratives Write Fictional Narratives—pp. 50–53	0	
	W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			Unit 8	Research to Build and Present Knowledge: Write Research Reports Write Research Reports—pp. 206–210	0	
Writing: Conventions			5 (+4 pts from rubric)	14–15%			0	0%
	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–d.)			Unit 2	Text Types and Purposes: Write Fictional Narratives Language: Verbals—pp. 54–55 Language: Verb Moods—pp. 56–57	0	
					Unit 4	Text Types and Purposes: Write Informative / Explanatory Texts Language: Shifts in Verb Voice—p. 106 Language: Shifts in Verb Mood—p. 107		

Benchmark Assessments are also available in an interactive format in *iProgress Monitor Mathematics*. *iProgress Monitor* includes a Build an Assessment feature to customize assessments using a standards-aligned item bank.

\* Includes Part 1 and Part 2 Aggregate

\*\* Sadlier Progress Monitor: English Language Arts includes four Benchmarks with 48 items each; some items assess more than one standard.

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					Unit 6	Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Active Voice and Passive Voice—pp. 158–159			
					Unit 8	Research to Build and Present Knowledge: Write Research Reports Language: Conditional and Subjunctive Moods—p. 211 Verb Voice and Mood—p. 212			
					Unit 10	Text Types and Purposes: Write Argumentative Essays Language: Conditional and Subjunctive Moods—pp. 254–255			
	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–c.)			Unit 4	Text Types and Purposes: Write Informative / Explanatory Texts Punctuation for Pauses or Breaks—p. 109	0		
					Unit 6	Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Standard Capitalization, Punctuation, and Spelling—p. 160			
					Unit 10	Text Types and Purposes: Write Argumentative Essays Language: Coordinate and Cumulative Adjectives—pp. 254–255 Language: Punctuation for Pauses or Breaks—p. 256 Language: Correct Spelling—p. 257			
					Unit 6	Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Using Active Voice and Passive Voice—pp. 160–161			0
	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Includes a.)							

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<b>Reading:</b> Reading Literature			14–15	26–28%			30	63%
	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			Unit 1	Reading Literature: Key Ideas and Details Analyze Meaning—pp. 12–19	12	
	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			Unit 1	Reading Literature: Key Ideas and Details Analyzing Theme and Summarizing—pp. 20–27	5	
	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			Unit 1	Reading Literature: Key Ideas and Details Analyzing Plot and Character—pp. 28–35	5	
	RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			Unit 5	Reading Literature: Craft and Structure Comparing and Contrasting Text Structures—pp. 124–131	2	
	RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			Unit 5	Reading Literature: Craft and Structure Analyzing Point of View—pp. 132–139	4	
	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			Unit 1	Reading Literature: Key Ideas and Details Connect Across Texts: Support a Claim—p. 42	2	
					Unit 5	Reading Literature: Craft and Structure Connect Across Texts: Compare and Contrast Texts—p. 146		
					Unit 9	Reading Literature: Integration of Knowledge and Ideas Analyzing Sources of Fiction—pp. 228–235		

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<b>Reading:</b> Reading Informational Text			15–18	29–31%			32	67%
	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			Unit 3	Reading Informational Text: Key Ideas and Details Drawing Inferences—pp. 64–71	11	
	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			Unit 3	Reading Informational Text: Key Ideas and Details Determining Central Ideas/Summarizing—pp. 72–79	6	
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			Unit 3	Reading Informational Text: Key Ideas and Details Analyzing Relationships in a Text—pp. 80–87	3	
	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			Unit 7	Reading Informational Text: Craft and Structure Analyzing Text Structure—pp. 176–183	4	
	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			Unit 7	Reading Informational Text: Craft and Structure Determining Author's Point of View and Purpose—pp. 184–191	4	
	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			Unit 11	Reading Informational Text: Integration of Knowledge and Ideas Evaluating Evidence and Reasoning—pp. 272–279	2	
	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			Unit 3	Reading Informational Text: Key Ideas and Details Connect Across Texts: Compare and Contrast Texts—p. 94	2	
					Unit 7	Reading Informational Text: Craft and Structure Connect Across Texts: Compare and Contrast Texts—p. 198		

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					Unit 11	Reading Informational Text: Integration of Knowledge and Ideas Analyzing Conflicting Information—pp. 280–287		
Reading: Vocabulary			3–5	5–10%			7	15%
	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			Unit 5	Reading Literature: Craft and Structure Analyzing Word Choice—pp. 116–123	4	
	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			Unit 7	Reading Informational Text: Craft and Structure Understanding Technical Language—pp. 168–175	3	
	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Includes a–d.)			Unit 1	Reading Literature: Key Ideas and Details Language: Context Clues—p. 43	0	
					Unit 3	Reading Informational Text: Key Ideas and Details Language: Greek and Latin Roots and Affixes—p. 95		
					Unit 7	Reading Informational Text: Craft and Structure Language: Reference Materials—p. 199		
	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–c.)			Unit 5	Reading Literature: Craft and Structure Language: Figurative Language—p. 147	0	
					Unit 5	Reading Literature: Craft and Structure Language: Figurative Language—p. 147		

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					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		

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