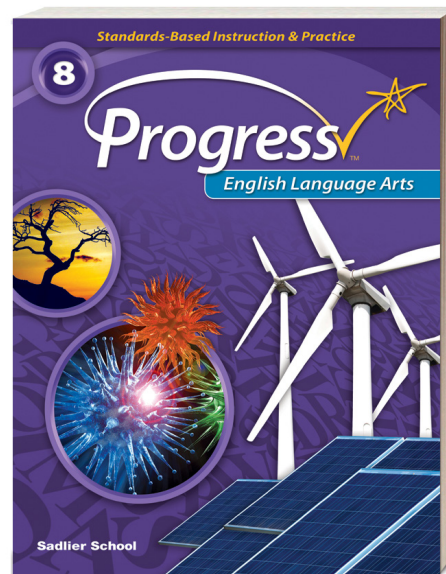


Standards-Based Instruction & Practice

Progress English Language Arts

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 8

Grade 8



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Unit 1 Reading Literature: Key Ideas and Details

<ul style="list-style-type: none"> Analyze Meaning: “The Judgment of Paris” (Greek Myth)—pp. 12–19 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.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</p>	<p>ELAGSE8RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> Analyzing Theme and Summarizing: “Charlie and the Advice” (Scottish Traditional Tale)—pp. 20–27 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.2 determine a theme and/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</p>	<p>ELAGSE8RL2 Determine a theme and/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.</p>
<ul style="list-style-type: none"> Analyzing Plot and Character: “Good Sports” (Drama)—pp. 28–35 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.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</p>	<p>ELAGSE8RL3 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.</p>
<ul style="list-style-type: none"> Close Reading: “One Step Closer to Freedom” (Native American Inuit Myth)—pp. 36–41 Comprehension Check 	<p>8LA.A.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</p> <p>8LA.A.2 determine a theme and/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</p> <p>8LA.A.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</p> <p>8LA.A.9 read and comprehend literature (e.g., stories, dramas, and poems, including texts by Georgia authors) at the high end of grades 6–8 text complexity band independently and proficiently, by the end of grade 8</p>	<p>ELAGSE8RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE8RL2 Determine a theme and/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.</p> <p>ELAGSE8RL3 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.</p> <p>ELAGSE8RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> Connect Across Texts: Support a Claim/Return to the Essential Question—p. 42 	<p>8LA.A.8 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</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8RL9 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.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 1 Reading Literature: Key Ideas and Details

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	<p>8LA.D.32 delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p>	<p>ELAGSE8SL3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<ul style="list-style-type: none"> Language: Context Clues—p. 43 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.39.a use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p>ELAGSE8L4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<ul style="list-style-type: none"> Unit 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 44–46 	<p>8LA.A.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</p> <p>8LA.A.2 determine a theme and/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</p> <p>8LA.A.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</p> <p>8LA.E.39.a use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p>ELAGSE8RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE8RL2 Determine a theme and/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.</p> <p>ELAGSE8RL3 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.</p> <p>ELAGSE8L4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

<ul style="list-style-type: none"> Read a Student Model/Write a Fictional Narrative—pp. 50–53 Analyze a student model • Organize and draft a fictional narrative 	<p>8LA.C.22 write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>8LA.C.22.a engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically</p> <p>8LA.C.22.b use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p> <p>8LA.C.22.c use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELAGSE8W3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>ELAGSE8W3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>ELAGSE8W3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p style="text-align: center;"><i>continued on next page</i></p>
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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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	<p>8LA.C.22.d use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p>8LA.C.22.e provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.29 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</p>	<p>ELAGSE8W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>ELAGSE8W3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 8.)</p> <p>ELAGSE8W10 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.</p>
<ul style="list-style-type: none"> Language: Verbals—pp. 54–55 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.36.a explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p>	<p>ELAGSE8L1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
<ul style="list-style-type: none"> Language: Verb Moods—pp. 56–57 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.36.c form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</p>	<p>ELAGSE8L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>
<ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 58 Did I? Checklist (rules for being a good speaker and a good listener) 	<p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.b follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>8LA.D.32 delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p> <p>8LA.D.33 present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>8LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE8SL3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> Unit 2 Review/Assignment (prepare a final draft)—pp. 59–60 	<p>8LA.C.22 write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>8LA.C.22.a engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically</p> <p>8LA.C.22.b use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p> <p>8LA.C.22.c use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</p> <p>8LA.C.22.d use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p>8LA.C.22.e provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.29 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</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELAGSE8W3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>ELAGSE8W3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>ELAGSE8W3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>ELAGSE8W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>ELAGSE8W3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W10 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.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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	<p>8LA.E.36.a explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p> <p>8LA.E.36.c form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</p>	<p>ELAGSE8L1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>ELAGSE8L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>

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Unit 3 Reading Informational Text: Key Ideas and Details

<ul style="list-style-type: none"> Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 64–71 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<ul style="list-style-type: none"> Determining Central Idea and Details/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 72–79 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.11 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</p>	<p>ELAGSE8RI2 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.</p>
<ul style="list-style-type: none"> Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 80–87 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.12 analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p>	<p>ELAGSE8RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<ul style="list-style-type: none"> Close Reading: “Fireside Chat 19: On the War with Japan (Dec. 9, 1941)” Franklin Delano Roosevelt (abridged) (Speech)—pp. 88–93 Comprehension Check 	<p>8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>8LA.B.11 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</p> <p>8LA.B.12 analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE8RI2 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.</p> <p>ELAGSE8RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 3 Reading Informational Text: Key Ideas and Details

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	<p>8LA.B.19 read and comprehend literary non-fiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8</p>	<p>ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 94 	<p>8LA.A.8 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</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p>	<p>ELAGSE8RL9 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.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>
<ul style="list-style-type: none"> Language: Greek and Latin Roots and Affixes—p. 95 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., precede, recede, secede)</p>	<p>ELAGSE8L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>
<ul style="list-style-type: none"> Unit 3 Review: "The Beginnings of World War I"/ "Address to Congress" (April 2, 1917)—pp. 96–98 	<p>8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>8LA.B.11 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</p> <p>8LA.B.12 analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p> <p>8LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., precede, recede, secede)</p>	<p>ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE8RI2 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.</p> <p>ELAGSE8RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>ELAGSE8L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>

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

<ul style="list-style-type: none"> Read a Student Model/Write Informative/Explanatory Texts—pp. 102-105 Analyze a student model • Organize and draft an informative/explanatory essay 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.21.a introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>8LA.C.21.b develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>8LA.C.21.c use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>8LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>8LA.C.21.e use documents to clarify details or support claims</p> <p>8LA.C.21.f establish and maintain a formal style</p> <p>8LA.C.21.g provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.26 conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>8LA.C.27 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</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.29 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</p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELAGSE8W2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELAGSE8W2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>ELAGSE8W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE8W2.e Establish and maintain a formal style.</p> <p>ELAGSE8W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W7 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.</p> <p>ELAGSE8W8 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.</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W10 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.</p>
<ul style="list-style-type: none"> Language: Shifts in Verb Voice—p. 106 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.36.d recognize and correct inappropriate shifts in verb voice and mood</p>	<p>ELAGSE8L1.d Recognize and correct inappropriate shifts in verb voice and mood.*</p>

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<ul style="list-style-type: none"> Language: Shifts in Verb Mood—p. 107 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.36.d recognize and correct inappropriate shifts in verb voice and mood</p>	<p>ELAGSE8L1.d Recognize and correct inappropriate shifts in verb voice and mood.*</p>
<ul style="list-style-type: none"> Language: Ellipses to Indicate Omitted Text—p. 108 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.37.b use an ellipsis to indicate an omission</p>	<p>ELAGSE8L2.b Use an ellipsis to indicate an omission.</p>
<ul style="list-style-type: none"> Language: Punctuation for Pauses or Breaks—p. 109 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.37.a use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p>ELAGSE8L2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 110 Use a graphic organizer • Follow discussion rules 	<p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.b follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p>8LA.D.32 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p> <p>8LA.D.33 present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>8LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p>ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> Unit 4 Review/Assignment (prepare a final draft)—pp. 111–112 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.21.a introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

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

	<p>8LA.C.21.b develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>8LA.C.21.c use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>8LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>8LA.C.21.e use documents to clarify details or support claims</p> <p>8LA.C.21.f establish and maintain a formal style</p> <p>8LA.C.21.g provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.26 conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>8LA.C.27 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</p> <p>8LA.C.29 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</p> <p>8LA.E.36.d recognize and correct inappropriate shifts in verb voice and mood</p> <p>8LA.E.37.a use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p> <p>8LA.E.37.b use an ellipsis to indicate an omission</p>	<p>ELAGSE8W2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELAGSE8W2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>ELAGSE8W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE8W2.e Establish and maintain a formal style.</p> <p>ELAGSE8W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 8.)</p> <p>ELAGSE8W7 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.</p> <p>ELAGSE8W8 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.</p> <p>ELAGSE8W10 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.</p> <p>ELAGSE8L1.d Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>ELAGSE8L2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>ELAGSE8L2.b Use an ellipsis to indicate an omission.</p>
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Unit 5 Reading Literature: Craft and Structure		
<ul style="list-style-type: none"> Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 116–123 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.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</p>	<p>ELAGSE8RL4 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.</p>
<ul style="list-style-type: none"> Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 124–131 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.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</p>	<p>ELAGSE8RL5 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.</p>
<ul style="list-style-type: none"> Analyzing Point of View: “To Build a Fire” (Adventure)— pp. 132–139 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.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</p>	<p>ELAGSE8RL6 Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
<ul style="list-style-type: none"> Close Reading: “Life at Colony Camp: A Blog” (Science Fiction)—pp. 140–145 Comprehension Check 	<p>8LA.A.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</p> <p>8LA.A.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</p> <p>8LA.A.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</p> <p>8LA.A.9 read and comprehend literature (e.g., stories, dramas, and poems, including texts by Georgia authors) at the high end of grades 6–8 text complexity band independently and proficiently, by the end of grade 8</p>	<p>ELAGSE8RL4 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.</p> <p>ELAGSE8RL5 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.</p> <p>ELAGSE8RL6 Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>ELAGSE8RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 146 	<p>8LA.A.8 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</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8RL9 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.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 5 Reading Literature: Craft and Structure

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	<p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p>	<p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>
<ul style="list-style-type: none"> Language: Figurative Language—p. 147 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.40.a interpret figures of speech (e.g. verbal irony, puns) in context</p>	<p>ELAGSE8L5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>
<ul style="list-style-type: none"> Unit 5 Review: “On the Trail”/“On the Road”—pp. 148-150 	<p>8LA.A.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</p> <p>8LA.A.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</p> <p>8LA.A.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</p> <p>8LA.E.40.a interpret figures of speech (e.g. verbal irony, puns) in context</p>	<p>ELAGSE8RL4 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.</p> <p>ELAGSE8RL5 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.</p> <p>ELAGSE8RL6 Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>ELAGSE8L5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>

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Unit 6 Text Types and Purposes: Write Evidence-Based Texts

<ul style="list-style-type: none"> Read a Student Model/Write an Evidence-Based Literary Essay—pp. 154-157 Analyze a student model • Organize and draft an evidence-based literary essay 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.21.a introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>8LA.C.21.b develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p>8LA.C.21.c use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p>8LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELAGSE8W2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELAGSE8W2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>ELAGSE8W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p style="text-align: center;"><i>continued on next page</i></p>
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Unit 6 Text Types and Purposes: Write Evidence-Based Texts

	<p><i>continued from preceding page</i></p> <p>8LA.C.21.e use documents to clarify details or support claims</p> <p>8LA.C.21.f establish and maintain a formal style</p> <p>8LA.C.21.g provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.28.a apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.29 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</p>	<p><i>continued from preceding page</i></p> <p>ELAGSE8W2.e Establish and maintain a formal style.</p> <p>ELAGSE8W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 8.)</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W9.a Apply <i>grade 8 Reading Standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W10 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.</p>
<ul style="list-style-type: none"> Language: Active Voice and Passive Voice—pp. 158–159 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.36.b form and use verbs in the active and passive voice</p>	<p>ELAGSE8L1.b Form and use verbs in the active and passive voice.</p>
<ul style="list-style-type: none"> Language: Using Active Voice and Passive Voice—pp. 160–161 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.38.a use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>	<p>ELAGSE8L3.a verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 162 Follow discussion rules • Use a graphic organizer 	<p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p><i>continued on next page</i></p>	<p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><i>continued on next page</i></p>

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Unit 6 Text Types and Purposes: Write Evidence-Based Texts		
	<i>continued from preceding page</i> 8LA.D.30.b follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed 8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas 8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented 8LA.D.32 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced 8LA.D.33 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 8LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	<i>continued from preceding page</i> ELAGSE8SL1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas. ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ELAGSE8SL4 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. ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)
<ul style="list-style-type: none"> Unit 6 Review/Assignment (prepare a final draft)—pp. 163–164 	8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 8LA.C.21.a introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension 8LA.C.21.b develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples 8LA.C.21.c use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts 8LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic 8LA.C.21.e use documents to clarify details or support claims 8LA.C.21.f establish and maintain a formal style <i>continued on next page</i>	ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE8W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ELAGSE8W2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ELAGSE8W2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ELAGSE8W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. ELAGSE8W2.e Establish and maintain a formal style. <i>continued on next page</i>

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Unit 6 Text Types and Purposes: Write Evidence-Based Texts

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>8LA.C.21.g provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.28.a apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")</p> <p>8LA.C.29 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</p> <p>8LA.E.36.b form and use verbs in the active and passive voice</p> <p>8LA.E.38.a use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>	<p>ELAGSE8W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 8.)</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W9.a Apply <i>grade 8 Reading Standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>ELAGSE8W10 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.</p> <p>ELAGSE8L1.b Form and use verbs in the active and passive voice.</p> <p>ELAGSE8L3.a verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

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Unit 7 Reading Informational Text: Craft and Structure

<ul style="list-style-type: none"> Understanding Technical Language: "Near-Earth Objects" (Science Magazine Article)— pp. 168-175 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.13 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</p>	<p>ELAGSE8RI4 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.</p>
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<p>Unit 7 Reading Informational Text: Craft and Structure</p>		
<ul style="list-style-type: none"> Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 176–183 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.14 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</p>	<p>ELAGSE8RI5 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.</p>
<ul style="list-style-type: none"> Determining Author’s Point of View and Purpose: “The Power of Solar Energy” (Persuasive Essay)—pp. 184–191 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.15 determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p>	<p>ELAGSE8RI6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<ul style="list-style-type: none"> Close Reading: “The Wonders of Medical Imaging” (Magazine Article)—pp. 192–197 Comprehension Check 	<p>8LA.B.13 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</p> <p>8LA.B.14 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</p> <p>8LA.B.15 determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p> <p>8LA.B.19 read and comprehend literary non-fiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8</p>	<p>ELAGSE8RI4 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.</p> <p>ELAGSE8RI5 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.</p> <p>ELAGSE8RI6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 198 	<p>8LA.B.18 analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p>	<p>ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>

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Unit 7 Reading Informational Text: Craft and Structure

<ul style="list-style-type: none"> Language: Using Reference Materials—p. 199 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.39.c consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>8LA.E.39.d verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p>ELAGSE8L4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>ELAGSE8L4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<ul style="list-style-type: none"> Unit 7 Review: “The VCS 1: A Smart Choice”/ “Microcars: Not Smart and Not Safe”—pp. 200–202 	<p>8LA.B.13 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</p> <p>8LA.B.14 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</p> <p>8LA.B.15 determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p> <p>8LA.B.19 read and comprehend literary non-fiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8</p> <p>8LA.E.39.c consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>8LA.E.39.d verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p>ELAGSE8RI4 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.</p> <p>ELAGSE8RI5 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.</p> <p>ELAGSE8RI6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>ELAGSE8L4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>ELAGSE8L4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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

<ul style="list-style-type: none"> Read a Student Model/Write a Research Report—pp. 206–210 Analyze a student model • Use index cards • Organize and draft a research report 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.21.a introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p style="text-align: right;"><i>continued on next page</i></p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p style="text-align: right;"><i>continued on next page</i></p>
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Unit 8 Research to Build and Present Knowledge: Write Research Reports

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- 8LA.C.21.b**
develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- 8LA.C.21.c**
use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- 8LA.C.21.d**
use precise language and domain-specific vocabulary to inform about or explain the topic
- 8LA.C.21.e**
use documents to clarify details or support claims
- 8LA.C.21.f**
establish and maintain a formal style
- 8LA.C.21.g**
provide a concluding statement or section that follows from and supports the information or explanation presented
- 8LA.C.23**
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

- 8LA.C.24**
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

- 8LA.C.25**
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
- 8LA.C.26**
conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

- 8LA.C.27**
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
- 8LA.C.28**
draw evidence from literary or informational texts to support analysis, reflection, and research
- 8LA.C.28.b**
apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")

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- ELAGSE8W2.b**
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- ELAGSE8W2.c**
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- ELAGSE8W2.d**
Use precise language and domain-specific vocabulary to inform about or explain the topic.

- ELAGSE8W2.e**
Establish and maintain a formal style.
- ELAGSE8W2.f**
Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELAGSE8W4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- ELAGSE8W5**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)
- ELAGSE8W6**
Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.
- ELAGSE8W7**
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.
- ELAGSE8W8**
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.
- ELAGSE8W9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE8W9.b**
Apply *grade 8 Reading Standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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Unit 8 Research to Build and Present Knowledge: Write Research Reports		
	<i>continued from preceding page</i> 8LA.C.29 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	<i>continued from preceding page</i> ELAGSE8W10 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.
<ul style="list-style-type: none"> Language: Conditional and Subjunctive Moods—p. 211 Guided Instruction/Guided Practice/Independent Practice 	8LA.E.36.c form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood	ELAGSE8L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
<ul style="list-style-type: none"> Language: Verb Voice and Mood—pp. 212–213 Guided Instruction/Guided Practice/Independent Practice 	8LA.E.36.d recognize and correct inappropriate shifts in verb voice and mood	ELAGSE8L1.d Recognize and correct inappropriate shifts in verb voice and mood.*
<ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 214 Follow discussion rules • Use a graphic organizer 	<p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.b follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p>8LA.D.32 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p> <p>8LA.D.33 present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>8LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p>ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> Unit 8 Review/Assignment (prepare a final draft)—pp. 215–216 	8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content <i>continued on next page</i>	ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>continued on next page</i>

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

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- 8LA.C.21.a**
introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- 8LA.C.21.b**
develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- 8LA.C.21.c**
use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- 8LA.C.21.d**
use precise language and domain-specific vocabulary to inform about or explain the topic
- 8LA.C.21.e**
use documents to clarify details or support claims
- 8LA.C.21.f**
establish and maintain a formal style
- 8LA.C.21.g**
provide a concluding statement or section that follows from and supports the information or explanation presented
- 8LA.C.23**
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

- 8LA.C.24**
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

- 8LA.C.25**
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
- 8LA.C.26**
conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

- 8LA.C.27**
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
- 8LA.C.28**
draw evidence from literary or informational texts to support analysis, reflection, and research

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- ELAGSE8W2.a**
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ELAGSE8W2.b**
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- ELAGSE8W2.c**
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- ELAGSE8W2.d**
Use precise language and domain-specific vocabulary to inform about or explain the topic.

- ELAGSE8W2.e**
Establish and maintain a formal style.
- ELAGSE8W2.f**
Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELAGSE8W4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)
- ELAGSE8W5**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 8.)
- ELAGSE8W6**
Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.
- ELAGSE8W7**
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.
- ELAGSE8W8**
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.
- ELAGSE8W9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

	<p>8LA.C.28.b apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced)</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.29 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</p> <p>8LA.E.36.c form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</p> <p>8LA.E.36.d recognize and correct inappropriate shifts in verb voice and mood</p>	<p>ELAGSE8W9.b Apply <i>grade 8 Reading Standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W10 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.</p> <p>ELAGSE8L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>ELAGSE8L1.d Recognize and correct inappropriate shifts in verb voice and mood.*</p>
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Unit 9 Reading Literature: Integration of Knowledge and Ideas

<ul style="list-style-type: none"> Analyzing Adaptations of Fiction: “The Red Badge of Courage” by Stephen Crane (excerpt) (Novel)— pp. 220–227 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.7 analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p>	<p>ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<ul style="list-style-type: none"> Analyzing Sources of Fiction: “The Letter Quest” (Realistic Fiction)—pp. 228–235 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.A.8 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</p>	<p>ELAGSE8RL9 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.</p>
<ul style="list-style-type: none"> Close Reading: “Little Women” (Historical Fiction)/“Little Women” (Film Script)—pp. 236–241 Comprehension Check 	<p>8LA.A.7 analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p> <p>8LA.A.8 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</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>ELAGSE8RL9 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.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 9 Reading Literature: Integration of Knowledge and Ideas		
	<i>continued from preceding page</i> 8LA.A.9 read and comprehend literature (e.g., stories, dramas, and poems, including texts by Georgia authors) at the high end of grades 6–8 text complexity band independently and proficiently, by the end of grade 8	<i>continued from preceding page</i> ELAGSE8RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<ul style="list-style-type: none"> Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 242 	<p>8LA.A.7 analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p> <p>8LA.A.8 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</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p>	<p>ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>ELAGSE8RL9 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.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>
<ul style="list-style-type: none"> Language: Word Relationships—p. 243 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.40.b use the relationship between particular words to better understand each of the words</p>	<p>ELAGSE8L5.b Use the relationship between particular words to better understand each of the words.</p>
<ul style="list-style-type: none"> Unit 9 Review: "The Legend of Sleepy Hollow"/"Sleepy Hollow Legends"—pp. 244–246 	<p>8LA.A.7 analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p> <p>8LA.A.8 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</p> <p>8LA.E.40.b use the relationship between particular words to better understand each of the words</p>	<p>ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>ELAGSE8RL9 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.</p> <p>ELAGSE8L5.b Use the relationship between particular words to better understand each of the words.</p>

Unit 10 Text Types and Purposes: Write Opinion Pieces

- Read a Student Model/Write an Argumentative Essay—pp. 250–253
Analyze a student model • Organize and draft an argumentative essay

8LA.C.20
write arguments to support claims with clear reasons and relevant evidence

8LA.C.20.a
introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

8LA.C.20.b
support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

8LA.C.20.c
use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence

8LA.C.20.d
establish and maintain a formal style

8LA.C.20.e
provide a concluding statement or section that follows from and supports the argument presented

8LA.C.23
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

8LA.C.24
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

8LA.C.25
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

8LA.C.26
conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

8LA.C.27
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

8LA.C.28
draw evidence from literary or informational texts to support analysis, reflection, and research

8LA.C.28.b
apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")

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ELAGSE8W1
Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE8W1.a
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE8W1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELAGSE8W1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

ELAGSE8W1.d
Establish and maintain a formal style.

ELAGSE8W1.e
Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE8W4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE8W5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

ELAGSE8W6
Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

ELAGSE8W7
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.

ELAGSE8W8
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.

ELAGSE8W9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE8W9.b
Apply *grade 8 Reading Standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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Unit 10 Text Types and Purposes: Write Opinion Pieces

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>8LA.C.29 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</p>	<p>ELAGSE8W10 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.</p>
<ul style="list-style-type: none"> Language: Conditional and Subjunctive Moods—pp. 254–255 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.38.a use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>	<p>ELAGSE8L3.a verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<ul style="list-style-type: none"> Language: Punctuation for Pauses or Breaks—p. 256 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.37.a use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p>ELAGSE8L2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<ul style="list-style-type: none"> Correct Spelling—p. 257 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.37.c spell correctly</p>	<p>ELAGSE8L2.c Spell correctly.</p>
<ul style="list-style-type: none"> Speaking and Listening: Discuss the Essential Question—p. 258 Follow discussion rules • Use a graphic organizer 	<p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.b follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p>8LA.D.32 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p> <p>8LA.D.33 present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>8LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p>ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>

Unit 10 Text Types and Purposes: Write Opinion Pieces

- Unit 10 Review/Assignment (prepare a final draft)—pp. 259–260

8LA.C.20
write arguments to support claims with clear reasons and relevant evidence

8LA.C.20.a
introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

8LA.C.20.b
support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

8LA.C.20.c
use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence

8LA.C.20.d
establish and maintain a formal style

8LA.C.20.e
provide a concluding statement or section that follows from and supports the argument presented

8LA.C.23
produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

8LA.C.24
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

8LA.C.25
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

8LA.C.26
conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

8LA.C.27
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

8LA.C.28
draw evidence from literary or informational texts to support analysis, reflection, and research

8LA.C.29
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

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ELAGSE8W1
Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE8W1.a
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE8W1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELAGSE8W1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

ELAGSE8W1.d
Establish and maintain a formal style.

ELAGSE8W1.e
Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE8W4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE8W5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

ELAGSE8W6
Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

ELAGSE8W7
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.

ELAGSE8W8
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.

ELAGSE8W9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE8W10
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.

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Unit 10 Text Types and Purposes: Write Opinion Pieces

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>8LA.E.37.a use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p> <p>8LA.E.38.a use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>	<p>ELAGSE8L2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>ELAGSE8L3.a verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

<ul style="list-style-type: none"> Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 264–271 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.16 evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</p>	<p>ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
<ul style="list-style-type: none"> Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 272–279 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.17 delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p>	<p>ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<ul style="list-style-type: none"> Analyzing Conflicting Information: Op-Ed: “President’s Clean Energy Plan Must Be Refocused” by staff writer (Opinion Piece)—pp. 280–287 Guided Instruction/Guided Practice/Independent Practice Words to Know • Cite Evidence • Comprehension Check 	<p>8LA.B.18 analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p>	<p>ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<ul style="list-style-type: none"> Close Reading: “Radio Waves: From Then to Now” (Web Article)/“Don’t Touch That Dial” (Editorial)—pp. 288–293 Comprehension Check 	<p>8LA.B.16 evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</p> <p>8LA.B.17 delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p> <p>8LA.B.18 analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas		
	<i>continued from preceding page</i> 8LA.B.19 read and comprehend literary non-fiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8	<i>continued from preceding page</i> ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<ul style="list-style-type: none"> Connect Across Texts: Support a Claim/Return to the Essential Question—p. 294 	<p>8LA.B.18 analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.30.c pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>8LA.D.30.d acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p>8LA.D.32 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p> <p>8LA.D.33 present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL1.c Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>ELAGSE8SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p>ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<ul style="list-style-type: none"> Language: Connotation and Denotation—p. 295 Guided Instruction/Guided Practice/Independent Practice 	<p>8LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>	<p>ELAGSE8L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<ul style="list-style-type: none"> Unit 11 Review: "The Telephone at the Centennial" by Walter Kellogg Towers/"Museum Exhibit: History of the Telephone"—pp. 296–298 	<p>8LA.B.16 evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</p> <p>8LA.B.17 delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p> <p>8LA.B.18 analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>8LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)</p>	<p>ELAGSE8L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>

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<ul style="list-style-type: none"> Step 1: Planning—pp. 300–302 Planning and Research • Digital Tip • Planning Together • Researching Your Topic • Digital Tip 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.25 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</p> <p>8LA.C.26 conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>8LA.C.27 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</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.28.b apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W6 Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p>ELAGSE8W7 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.</p> <p>ELAGSE8W8 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.</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W9.b Apply <i>grade 8 Reading Standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p style="text-align: center;"><i>continued on next page</i></p>
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	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>8LA.C.29 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</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE8W10 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.</p>
<ul style="list-style-type: none"> Step 2: Drafting—p. 303 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.25 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</p> <p>8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8LA.C.29 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</p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W6 Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p>ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE8W10 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.</p>
<ul style="list-style-type: none"> Step 3: Revising—p. 304–305 Revising Checklist • Revising Together 	<p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.28.b apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W9.b Apply <i>grade 8 Reading Standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p style="text-align: center;"><i>continued on next page</i></p>

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	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>8LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>8LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>8LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.E.39.c consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>8LA.E.39.d verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE8L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELAGSE8L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE8L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8L4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>ELAGSE8L4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<ul style="list-style-type: none"> Step 4: Editing—pp. 306–308 Editing Checklist: Sentences • Grammar and Usage • Mechanics • Spelling; Proofreading Marks • Editing Tips 	<p>8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.25 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</p> <p>8LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W6 Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p>ELAGSE8L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>8LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>8LA.E.39.c consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>8LA.E.39.d verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p>ELAGSE8L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE8L4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>ELAGSE8L4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting—pp. 309–310 Online Publishing and Digital Slide Presentations • Oral Presentation Speaking Tips • Digital Connection • Listening Tips 	<p>8LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>8LA.C.25 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</p> <p>8LA.D.30.a come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>8LA.D.33 present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>8LA.D.34 integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p>8LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>ELAGSE8W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</p> <p>ELAGSE8W6 Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p>ELAGSE8SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELAGSE8SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>