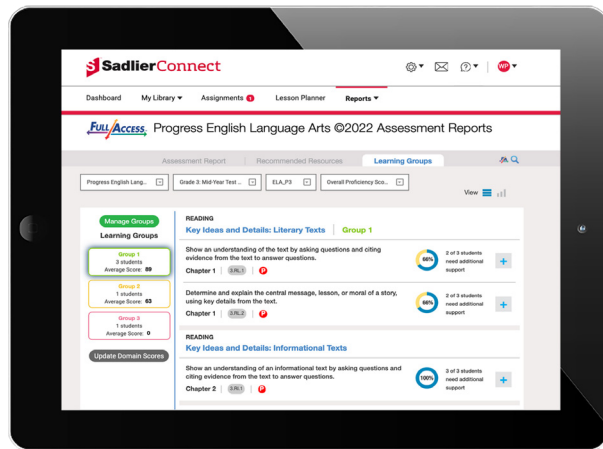
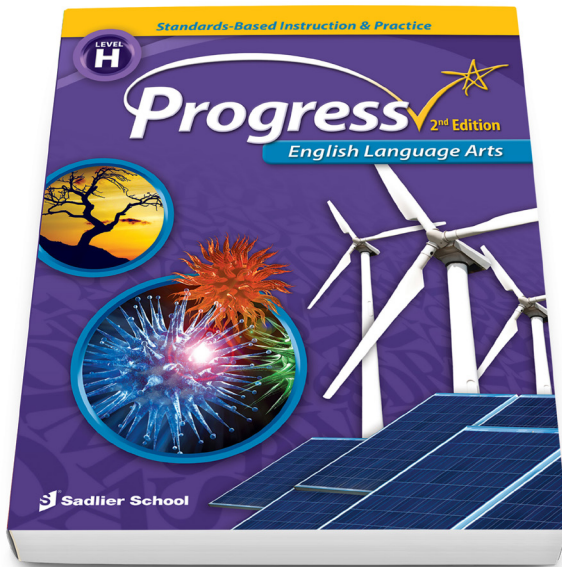


Progress

English Language Arts 2nd Edition

Correlation to the Arkansas English Language Arts Standards

Grade 8



Progress English Language Arts Full Access Bundle*

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*Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Arkansas English Language Arts Standards.

Grade-Level Standards for Reading Literature

Key Ideas and Details

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Analyze explicit and implied meanings in a literary text. ◦ Find and use evidence from a literary text to determine the text’s meaning. • Analyzing Meaning: “My Odyssey” (Greek Mythology)—pp. 12–19 • Connect Across Texts <ul style="list-style-type: none"> ◦ Support a Claim (drawing inferences and finding explicit textual evidence)—p. 36 ◦ Connect to the Essential Question/Connect to the Theme (support answers with details from the texts)—p. 37 • Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Meaning: “My Odyssey” (Greek Mythology)—pp. 12–19 • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Meaning: “Cold Hard Cash” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Meaning: “The Madness of Odysseus” (Greek Epic) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect On the Go: Text Clues and Inferences (graphic organizer)
<p>RL.8.2 Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i>. • Determine a <i>theme</i> of a text and how it is conveyed through particular details. 	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Determine the theme or central idea of a literary text and analyze how it is developed through characters, setting, and plot. • Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27 • Connect Across Texts <ul style="list-style-type: none"> ◦ Support a Claim—p. 36 ◦ Connect to the Essential Question/Connect to the Theme—p. 37 • Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Literature

Key Ideas and Details

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme and Summarizing • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme and Summarizing: “The Lost City” (Adventure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme and Summarizing: “The Elephant in the Dark” (Indian Fable) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Literary Theme • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Activity: Characters, Setting, Plot, and Theme (graphic organizer)
<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Analyze how dialogue and story events move a plot forward or reveal character. • Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35 • Connect Across Texts <ul style="list-style-type: none"> ◦ Support a Claim—p. 36 ◦ Connect to the Essential Question/Connect to the Theme—p. 37 • Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Trekking to Quiglo” (Science Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Ting the Cook” (Chinese Fable) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Literature

Key Ideas and Details

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect Conversation Starter: Analyze Dialogue and Events (graphic organizer)

Craft and Structure

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or <i>tone</i>, including analogies or allusions to other texts when applicable.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 73–74 <ul style="list-style-type: none"> ◦ Analyze how specific word choices, such as connotative meanings and figurative language, affect meaning and tone. • Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question—p. 101 • Chapter 3 Review: “On the Trail”/“On the Road”—pp. 103–104 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language (verbal irony/sarcasm/overstatement/pun)—p. 102 • Word Relationships (shades of meaning/connotations)—p. 158 • Connotation and Denotation—p. 190 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Word Choice • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Word Choice: “At Hatteras” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Word Choice: “How the World Was Made” (Cherokee Folktale) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Activity: Figurative Language: Metaphor, Simile, Allusion, Personification, Connotation, and Analogy (graphic organizer)
<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 73–74 <ul style="list-style-type: none"> ◦ Compare and contrast text structures, determining how the differing structures contribute to meaning and style. <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Literature

Craft and Structure

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 84–91 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question—p. 101 • Chapter 3 Review: “On the Trail”/“On the Road”—pp. 103–104 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: “Last Run” (Short Story)/“Road Trip” (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: “Hike!” (Short Story)/“Going to Grandma’s” (Short Story) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer)
<p>RL.8.6</p> <p>Analyze how differences in the points of view and/or <i>perspectives</i> 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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 73–74 <ul style="list-style-type: none"> ◦ Identify differences in the points of view of the reader and the characters in a story and how these differing points of view affect meaning. • Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 92–99 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question—p. 101 • Chapter 3 Review: “On the Trail”/“On the Road”—pp. 103–104 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “My Summer with Daniel Boone” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “World’s Fair” (Realistic Fiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Literature

Craft and Structure

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer)

Integration of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RL.8.7 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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 137-138 <ul style="list-style-type: none"> ◦ Analyze how adaptations of works compare to their original sources by evaluating the choices made by the adapters. • Analyzing Adaptations of Fiction: “The Open Window” adapted from the 1911 short story by Hector Hugh Munro (Saki) (Short Story)/“The Open Window” (Drama)—pp. 140-147 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (analyzing adaptations of fiction)—p. 157 • Chapter 5 Review: “The Legend of Sleepy Hollow” (Short Story)/“Sleepy Hollow Legends” (Film Adaptation)—pp. 159-160 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Adaptations of Fiction • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Adaptations of Fiction: “The Examination” (Fantasy Fiction)/“The Fence” (Screenplay) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Adaptations of Fiction: “One Night at Cherbury Hall” (Historical Fiction)/“King Alfred Tricks the Danes” (Drama) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Adaptations of Fiction • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 Chapter 5 “Little Women” (Novel)/“Little Women” (Film Script) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect On the Go: Compare Print and Film Versions (graphic organizer)

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Grade-Level Standards for Reading Literature

Integration of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RL.8.8 Not applicable to literature.</p>	
<p>RL.8.9 Analyze how a modern work of fiction draws on <i>themes</i>, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 137-138 <ul style="list-style-type: none"> ◦ Analyze how modern texts draw on themes, character types, and events from traditional literary sources. • Analyzing Sources of Fiction: “The Scavenger Hunt” (Realistic Fiction)—pp. 148-155 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (analyzing sources of fiction)—p. 157 • Chapter 5 Review: “The Legend of Sleepy Hollow” (Short Story)/“Sleepy Hollow Legends” (Film Adaptation)—pp. 159-160 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Sources of Fiction • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Sources of Fiction: “The Story of Bjarki” (Norse Epic)/“Bjarki and the Giant Snake” (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Sources of Fiction: “Mikaela Faces Her Fear of Heights” (Narrative Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 Chapter 5 “Little Women” (Novel)/“Little Women” (Film Script) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Activity: Myths and Traditional Stories: Literary Elements (graphic organizer)

Range of Reading and Level of Text Complexity

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Literature Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 Key Ideas and Details: Literary Texts—“My Odyssey” (Greek Mythology); “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale); “The Gift of the Magi” (Drama) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Literature

Range of Reading and Level of Text Complexity

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Chapter 3 Craft and Structure: Literary Texts—"Boston" by Ralph Waldo Emerson (Poem); "A Mill Girl's Story" (Realistic Fiction)/"Human or Machine?" (Poetry); "To Build a Fire" by Jack London (abridged) (Adventure) • Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"The Open Window" adapted from the 1911 short story by Hector Hugh Munro (Saki) (Short Story)/"The Open Window" (Drama); "The Scavenger Hunt" (Realistic Fiction) <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Key Ideas and Details: Literary Texts—"Cold Hard Cash" (Realistic Fiction); "The Lost City" (Adventure); "Trekking to Quiglo" (Science Fiction) ○ Chapter 3 Craft and Structure: Literary Texts—"At Hatteras" (Poem); "Last Run" (Short Story)/"Road Trip" (Drama); "My Summer with Daniel Boone" (Realistic Fiction) ○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"The Examination" (Fantasy Fiction)/"The Fence" (Screenplay); "The Story of Bjarki" (Norse Epic)/"Bjarki and the Giant Snake" (Drama) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 Key Ideas and Details: Literary Texts—"The Madness of Odysseus" (Greek Epic); "The Elephant in the Dark" (Indian Fable); "Ting the Cook" (Chinese Fable) ○ Chapter 3 Craft and Structure: Literary Texts—"How the World Was Made" (Cherokee Folktale); "Hike!" (Short Story)/"Going to Grandma's" (Short Story); "World's Fair" (Realistic Fiction) ○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"One Night at Cherbury Hall" (Historical Fiction)/"King Alfred Tricks the Danes" (Drama); "Mikaela Faces Her Fear of Heights" (Narrative Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 1 "One Step Closer to Freedom" (Historical Fiction) ○ Chapter 3 "Life at Colony Camp: A Blog" (Science Fiction) ○ Chapter 5 "Little Women" (Novel)/"Little Women" (Film Script) • Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 "Charlie and the Advice" (Scottish Traditional Tale) ○ Chapter 3 "A Mill Girl's Story" (Realistic Fiction) ○ Chapter 5 "Red Badge" (Movie Script)

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Grade-Level Standards for Reading Informational Text

Key Ideas and Details

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 41–42 <ul style="list-style-type: none"> ◦ Use textual evidence to analyze the implicit and explicit ideas in an informational text. • Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 44–51 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (inferring the implied ideas of a text)—p. 69 • Chapter 2 Review: “World War I”/“Address to Congress (April 2, 1917)”—pp. 71–72 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Fannie Lou Hamer” (Biography) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Writing for Reform A Look at the Works of Upton Sinclair” (Biography) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) <ul style="list-style-type: none"> ◦ 3rd Read: Make inferences—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect On the Go: What I Can Infer from the Text (graphic organizer)
<p>RI.8.2 Examine a grade-appropriate informational text.</p> <ul style="list-style-type: none"> • Provide an objective summary of the text. • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. 	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 41–42 <ul style="list-style-type: none"> ◦ Determine the central idea of a text and analyze how it is developed with supporting ideas over the course of a text. ◦ Summarize an informational text objectively. • Determining Central Ideas/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 52–59 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (finding the central ideas of a text)—p. 69 • Chapter 2 Review: “World War I”/“Address to Congress (April 2, 1917)”—pp. 71–72 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Key Ideas and Details

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing: “Shall Not Be Denied” (Narrative Nonfiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) <ul style="list-style-type: none"> • Annotation Notes <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details—pp. 2, 4 • Summary Chart <ul style="list-style-type: none"> • Use the completed summary chart to help write a summary—p. 5 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Conversation Starter: Details and Main Ideas (graphic organizer)
<p>RI.8.3</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 41–42 <ul style="list-style-type: none"> ◦ Analyze how a text uses comparisons, analogies, or categories to present connections among and distinctions between individuals, ideas, or events. • Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 60–67 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (analyzing the connections within a text)—p. 69 • Chapter 2 Review: “World War I”/“Address to Congress (April 2, 1917)”—pp. 71–72 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing Relationships in a Text • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing Relationships in a Text: “The War Effort at Home” (Public Service Announcement) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing Relationships in a Text: “Principles of Conservation” (Persuasive Text) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Key Ideas and Details

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing Relationships in a Text • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) <ul style="list-style-type: none"> ◦ 3rd Read: Make connections—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Activity: Connect Text to Individuals, Ideas, and Events (graphic organizer)

Craft and Structure

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and <i>tone</i>, including analogies or allusions to other texts when applicable.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 105–106 <ul style="list-style-type: none"> ◦ Determine the meaning of figurative, connotative, and technical language in informational texts and use reference materials. ◦ Analyze how specific word choices, including analogies and allusions, can affect meaning and tone. • Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (understanding technical language)—p. 133 • Chapter 4 Review: “The VSC 1”/“Microcars”—pp. 135–136 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language (verbal irony/sarcasm/overstatement/pun)—p. 102 • Word Relationships (shades of meaning/connotations)—p. 158 • Connotation and Denotation—p. 190 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Understanding Technical Language • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Understanding Technical Language: “Bird Migration” (Science Journal Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Understanding Technical Language: “Fighting Disease” (Brochure) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Craft and Structure

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) <ul style="list-style-type: none"> ◦ 2nd Read: Focus on the words and phrases—p. 3 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect Activity: Understanding Technical Language Using Context Clues (graphic organizer)
<p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 105–106 <ul style="list-style-type: none"> ◦ Analyze the structure of a paragraph, noting how particular sentences help to develop or refine a concept. • Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 116–123 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (cause-and-effect and sequence structures)—p. 133 • Chapter 4 Review: “The VSC 1”/“Microcars”—pp. 135–136 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Sorry, Pluto” (Editorial) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Where Are All the Honeybees?” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) <ul style="list-style-type: none"> ◦ 2nd Read: Identify text structure—p. 3 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect On the Go: Analyze the Development of an Idea (graphic organizer)
<p>RI.8.6 Determine an author’s <i>point of view, perspective,</i> and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 105–106 <ul style="list-style-type: none"> ◦ Determine an author’s point of view and purpose, and analyze how an author responds to conflicting evidence or viewpoints. • Determining Point of View and Purpose: “Seaweed to the Rescue!” (Persuasive Essay)—pp. 124–131 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Craft and Structure

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (determining an author’s point of view and purpose)—p. 133 • Chapter 4 Review: “The VSC 1”/“Microcars”—pp. 135–136 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose: “Friday’s Vote for Our Cycling Future” (Letter to the Editor) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose: “We Must Protect Our Ears” (Opinion Piece) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) <ul style="list-style-type: none"> ◦ 3rd Read: Author’s main point of view—p. 4 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect Conversation Starter: Determine Author’s Point of View (graphic organizer)

Integration of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i>) to present a particular topic or idea.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 161–162 <ul style="list-style-type: none"> ◦ Evaluate the advantages and disadvantages of different mediums, both print and digital, in presenting information. • Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164–171 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (evaluating pros and cons in various mediums)—p. 189 • Chapter 6 Review: “At the Centennial” (Scientific Narrative)/“Museum Exhibit: Telephones” (Web Article)—pp. 191–192 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Finding Information in Multiple Sources: “Citizenship and Naturalization” (Informational Text)—pp. 136–141 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (locating information in multiple sources)—p. 155 • Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 6 Integration of Knowledge and Ideas:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Different Mediums • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Different Mediums: “Alternative Energy” (Web Article)/“Germany and Renewable Energy” (Science Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Different Mediums: “Hippocrates: Father of Medicine” (Web Article) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Radio Waves” (Web Article)/“Don’t Touch That Dial” (Editorial) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Activity: Compare Print and Video Versions of the Same News Story (graphic organizer)
<p>RI.8.8</p> <p>Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 161–162 <ul style="list-style-type: none"> ◦ Identify the main argument and specific claims in a text. ◦ Evaluate the soundness of reasoning and relevance of evidence in a text. • Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (assessing a claim’s support and reasoning)—p. 189 • Chapter 6 Review: “At the Centennial” (Scientific Narrative)/“Museum Exhibit: Telephones” (Web Article)—pp. 191–192 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning: “The Graphene Revolution” (Opinion Piece) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning: “The Case for Sustaining Biodiversity” (Persuasive Text) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Radio Waves” (Web Article)/“Don’t Touch That Dial” (Editorial) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Evaluate Reasons and Evidence for Arguments (graphic organizer)
<p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 161-162 <ul style="list-style-type: none"> ◦ Assess two or more texts on the same topic and identify where their claims or interpretations of the topic conflict. • Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180-187 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (identifying opposing or conflicting claims about similar topics)—p. 189 • Chapter 6 Review: “At the Centennial” (Scientific Narrative)/“Museum Exhibit: Telephones” (Web Article)—pp. 191-192 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information: “Amory’s SCIBlog” (Blog)/“Turn Off the A/C” (Letter to the Editor) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 6 Analyzing Conflicting Information Op-Ed: “The Case for Sustaining Biodiversity” (Opinion Piece)/“Our Growing Population” (Letter to the Editor) • Instructional Videos <ul style="list-style-type: none"> ○ Chapter 6 Analyzing Conflicting Information • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 6 “Radio Waves” (Web Article)/“Don’t Touch That Dial” (Editorial) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect Conversation Starter: Compare Conflicting Information in Advertisements (graphic organizer)

Range of Reading and Level of Text Complexity

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Informational Text Reading Selections</p> <ul style="list-style-type: none"> • Chapter 2 Key Ideas and Details: Informational Texts— “American Women and the Right to Vote” (Explanatory Text); “American Labor and the Great Depression” (Online Article); “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial) • Chapter 4 Craft and Structure: Informational Texts—“Additive Manufacturing” (Science Magazine Article); “Controlling Disease Outbreaks” (Science Journal Article); “Seaweed to the Rescue!” (Persuasive Essay) • Chapter 6 Integration of Knowledge and Ideas: Informational Texts—“Types of Food Preservation: Pasteurization” (Web Article); “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech); “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece) <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Key Ideas and Details: Informational Texts— “Fannie Lou Hamer” (Biography); “Shall Not Be Denied” (Narrative Nonfiction); “The War Effort at Home” (Public Service Announcement) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Reading Informational Text

Range of Reading and Level of Text Complexity

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> ○ Chapter 4 Craft and Structure: Informational Texts—"Bird Migration" (Science Journal Article); "Sorry, Pluto" (Editorial); "Friday's Vote for Our Cycling Future" (Letter to the Editor) ○ Chapter 6 Integration of Knowledge and Ideas: Informational Texts—"Alternative Energy" (Web Article)/"Germany and Renewable Energy" (Science Magazine Article); "The Graphene Revolution" (Opinion Piece); "Amory's SciBlog" (Blog)/"Turn Off the A/C" (Letter to the Editor) ● Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 2 Key Ideas and Details: Informational Texts—"Writing for Reform A Look at the Works of Upton Sinclair" (Biography); "Jane Addams" (Biography); "Principles of Conservation" (Persuasive Text) ○ Chapter 4 Craft and Structure: Informational Texts—"Fighting Disease" (Brochure); "Where Are All the Honeybees?" (Expository Nonfiction); "We Must Protect Our Ears" (Opinion Piece) ○ Chapter 6 Integration of Knowledge and Ideas: Informational Texts—"Hippocrates: Father of Medicine" (Web Article); "The Case for Sustaining Biodiversity" (Persuasive Text); "The Case for Sustaining Biodiversity" (Opinion Piece)/"Our Growing Population" (Letter to the Editor) ● Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 2 Key Ideas and Details: Informational Texts—"Fireside Chat 19: The War with Japan (Dec. 9, 1941)" (Speech) ○ Chapter 4 Craft and Structure: Informational Texts—"The Wonders of Medical Imaging" (Magazine Article) ○ Chapter 6 Integration of Knowledge and Ideas: Informational Texts—"Radio Waves" (Web Article)/"Don't Touch That Dial" (Editorial)

Grade-Level Standards for Writing

Text Types and Purposes

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> ● Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 249–251 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Writing

Text Types and Purposes

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 252–255 Assignment: Write the final draft—p. 262 <p>LEVEL H/GRADE 8 TEACHER’S EDITION Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 251A Genre: Argumentative Essay—TE p. 252 Analyze a Student Model—TE pp. 252–254 Evaluate a Writer’s Work—TE p. 254 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 11 Home Connect Conversation Starter: Claim and Counterclaim and Reasons (graphic organizer) <p>Additional online instructional support for Chapter 11—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos <p><i>Related content</i></p> <p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas Informational Texts</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. 172–179 <p>LEVEL H/GRADE 8 TEACHER’S EDITION Extend Thinking</p> <ul style="list-style-type: none"> Assess (share opinions about threat of outbreaks today)—TE p. 123 Critique (critique the play, “The Open Window”)—TE p. 147
<p>W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Creating an Organizational Structure—pp. 252, 255 Introduction (establish the writer’s claim)—pp. 252, 255 Counterclaims (include opposing claims and explain why you disagree with them)—pp. 254, 255 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> Ideas and Voice <ul style="list-style-type: none"> Have I clearly stated my purpose for writing?

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Grade-Level Standards for Writing

Text Types and Purposes

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<p>W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Reasons and Evidence (include logical reasons for your opinion)—pp. 253, 255 • Sources (choose credible and accurate sources)—pp. 253, 255 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Ideas and Voice <ul style="list-style-type: none"> • Have I included enough accurate and reliable information? ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I organized my ideas logically and chosen relevant supporting evidence, such as facts, concrete details, and quotations from experts?
<p>W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Language That Connects Ideas (use transitional words and phrases to connect ideas)—pp. 253, 255 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words to connect ideas between sentences and across paragraphs? ◦ Step 3 Editing: Editing Checklist—p. 8 <ul style="list-style-type: none"> ◦ Grammar and Usage <ul style="list-style-type: none"> • Linking words and phrases clearly show relationships between ideas.
<p>W.8.1.D Establish and maintain a formal style.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Formal Style (avoid slang and contractions)—p. 252 • Establish and maintain a formal tone and style—p. 255 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ◦ Word Choice <ul style="list-style-type: none"> • Have I established and consistently used appropriately formal English?

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Grade-Level Standards for Writing

Text Types and Purposes

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<p>W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Conclusion (restate claim and include a call to action)—pp. 254, 255 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> Organization and Coherence <ul style="list-style-type: none"> Does my conclusion follow from and support the information I presented?
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207-209 Analyze a student model then outline and write an informative/explanatory first draft—pp. 210-213 Assignment: Final draft—p. 220 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Learning Progressions—TE p. 209A Genre: Informative/Explanatory Text—TE p. 210 Analyze a Student Model—TE pp. 210-212 Evaluate a Writer's Work—TE p. 254 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 8 Home Connect Conversation Starter: Finding Credible Sources (graphic organizer) <p>Additional online instructional support for Chapter 8—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos <p style="text-align: center;"><i>EVIDENCE-BASED ESSAYS</i></p> <p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221-223 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Writing

Text Types and Purposes

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> Analyze a student model then outline and write an informative/explanatory first draft—pp. 224–227 Assignment: Final draft—p. 234 <p><u>LEVEL H/GRADE 8 TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> Learning Progressions—TE p. 223A Genre: Evidence-Based Essays—TE p. 224 Analyze a Student Model—TE pp. 224–226 Evaluate a Writer’s Work—TE p. 226 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 9 Home Connect On the Go: Compare Interpretations of a Favorite Song (graphic organizer) <p>Additional online instructional support for Chapter 8—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos <p style="text-align: center;">RESEARCH REPORTS</p> <p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 235–237 Analyze a student model then outline and write a first draft of a research report—pp. 238–242 Assignment: Final draft—p. 248 <p><u>LEVEL H/GRADE 8 TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> Learning Progressions—TE p. 237A Genre: Research Report—TE p. 238 Analyze a Student Model—TE pp. 238–240 Evaluate a Writer’s Work—TE p. 240 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 10 Home Connect Activity: Main Idea and Supporting Details (graphic organizer) <p>Additional online instructional support for Chapter 10—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos

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Grade-Level Standards for Writing

Text Types and Purposes

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<p>W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 210, 213; 224, 227; 238, 242 • Introduction (preview the topic)—pp. 210, 213; 224, 227; 238, 242 • Title (helps the reader make predictions about the information that will be presented)—pp. 210, 213, 224, 227 • Organization of Information—pp. 210, 213 • Graphics—p. 212 • Formatting (subheads aid comprehension by making the organization of ideas clear)—p. 211 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Investigate (using multimedia)—TE pp. 83, 179 • Create a Response to Literature (using a drawing, painting, photograph)—TE p. 227 <p>Model: Organizational Structure</p> <ul style="list-style-type: none"> • Using subheads—TE pp. 226, 240 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Ideas and Voice <ul style="list-style-type: none"> • Have I clearly stated my purpose for writing? • Organization and Coherence <ul style="list-style-type: none"> • Does the beginning introduce the topic clearly? ◦ Step 5 Producing, Publishing, and Presenting <ul style="list-style-type: none"> • Use multimedia/add visuals and text features to enhance writing—p. 12
<p>W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Facts and Details—pp. 211, 213; 239, 242 • Quotations—pp. 212, 213; 239, 242 • Evidence—pp. 225, 227 • Interpretation—pp. 226, 227 • Paraphrasing—pp. 239, 242 • Relevant Information—pp. 239, 242 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I organized my ideas logically and chosen relevant supporting evidence, such as facts, concrete details, and quotations from experts? <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Writing

Text Types and Purposes

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	<ul style="list-style-type: none"> ○ Step 4 Editing: Editing Checklist—p. 8 ○ Mechanics <ul style="list-style-type: none"> • Quotation marks and other punctuation marks are used correctly, and no marks are missing
<p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Transitions (link ideas so readers can follow your logic and connect ideas)—pp. 211, 213; 225, 227; 242 • Introduction (use transitions that link ideas)—p. 238 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ○ Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words to connect ideas between sentences and across paragraphs? ○ Step 3 Editing: Editing Checklist—p. 8 <ul style="list-style-type: none"> ○ Grammar and Usage <ul style="list-style-type: none"> • Linking words and phrases clearly show relationships between ideas.
<p>W.8.2.D Use <i>precise language and domain-specific words</i> to inform about or explain the topic.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Precise Language—pp. 211, 213; 225, 227; 242 <p><u>LEVEL H/GRADE 8 TEACHER’S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • Domain-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ○ Word Choice <ul style="list-style-type: none"> • Have I used specialized terms correctly and checked their definitions? • Have I provided definitions for terms readers might not know?
<p>W.8.2.E Establish and maintain a formal style.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Formal Style (use a formal, academic style)—pp. 213; 226, 227; 242 • Formal Style—pp. 224, 227 <ul style="list-style-type: none"> ○ Includes academic language <p style="text-align: right;"><i>continued</i></p>

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Text Types and Purposes

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	<ul style="list-style-type: none"> ○ Avoids slang, contractions, and personal statements ○ Uses complete sentences and clear explanations <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ○ Word Choice <ul style="list-style-type: none"> • Have I established and consistently used appropriately formal English?
<p>W.8.2.F</p> <p>Provide a concluding statement or section that supports the information or explanation presented.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Conclusion (sum up central idea of the essay)—pp. 212, 213; 226, 227; 240, 242 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist—p. 6 <ul style="list-style-type: none"> ○ Organization and Coherence <ul style="list-style-type: none"> • Does my conclusion follow from and support the information I presented?
<p>W.8.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193–195 • Analyze a student model then outline and write a first draft—pp. 196–199 • Assignment: Write the final draft—p. 206 <p>LEVEL H/GRADE 8 TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Fictional Narrative—TE p. 196 • Analyze a Student Model—TE pp. 196–198 • Evaluate a Writer's Work—TE p. 198 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 7 Home Connect Conversation Starter: Play a Story-Telling Game (graphic organizer) <p>Additional online instructional support for Chapter 7—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos

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<p>W.8.3.A Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Organizing a Sequence of Events—pp. 196, 199 Title (give readers a clue about the imaginary event in the narrative)—TE p. 196 Describing the Setting and Introducing Characters—pp. 196, 199 Point of View (tell the story from a particular perspective)—pp. 196, 199 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Planning and Research <ul style="list-style-type: none"> Invent an interesting character in a particular place who has a conflict to overcome—p. 2 Create a time line that shows the order of events in the story—p. 3
<p>W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Descriptive Details (helping readers visualize the story's characters, events, and setting)—pp. 196, 199 Using Dialogue (to make the story more realistic)—pp. 197, 199 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Analyze a Student Model</p> <ul style="list-style-type: none"> Descriptive Details—TE p. 196 <p>Review</p> <ul style="list-style-type: none"> Analyzing Texts (identify the relationships among the people, events, and message/theme in a story)—TE p. 198 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Planning and Research <ul style="list-style-type: none"> Use dialogue and descriptions of the people, places, and things involved in the story—p. 2
<p>W.8.3.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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Transitions—pp. 197, 199 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Organization and Coherence—p. 6 <ul style="list-style-type: none"> Have I used transitions to connect and clarify ideas and concepts?

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Text Types and Purposes

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<p>W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Use precise words, descriptive details, and sensory language—p. 193 • Use precise words and phrases and sensory language—p. 194 • Precise Language—pp. 197, 199 • Sensory Language—pp. 198, 199 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic/Domain-Specific Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 <p>Write Fictional Narratives</p> <ul style="list-style-type: none"> • Analyze a Student Model <ul style="list-style-type: none"> ◦ Descriptive Details/Precise Language—TE p. 197 ◦ Sensory Language—TE p. 198 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Word Choice—p. 6 <ul style="list-style-type: none"> • Have I correctly selected verbs to achieve a particular mood, or tone? • Have I used specialized terms correctly and checked their definitions? • Have I provided definitions for terms that readers might not know?
<p>W.8.3.E Provide a conclusion that reflects on the narrated experiences or events.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Provide a satisfying conclusion—p. 193 • Providing a Conclusion—pp. 198, 199 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Organization and Coherence—p. 6 <ul style="list-style-type: none"> • Does my conclusion follow from and support the information I presented?

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Grade-Level Standards for Writing

Production and Distribution of Writing

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193-195 • Analyze a student model then outline and write a first draft—pp. 196-199 • Assignment: Write the final draft—p. 206 <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207-209 • Analyze a student model then outline and write a first draft—pp. 210-213 • Assignment: Write the final draft—p. 220 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221-223 • Analyze a student model then outline and write a first draft—pp. 224-227 • Assignment: Write the final draft—p. 234 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 235-237 • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238-242 • Assignment: Write the final draft—p. 248 <p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 249-251 • Analyze a student model then outline and write a first draft—pp. 252-255 • Assignment: Write the final draft—p. 262
<p>W.8.5 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>LEVEL H/GRADE 8 TEACHER'S EDITION Writing Handbook Direct students to the online <i>Writing Handbook</i> for detailed instruction on planning, drafting, revising, and editing their writing.</p> <ul style="list-style-type: none"> • Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251 <p style="text-align: right;"><i>continued</i></p>

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Production and Distribution of Writing

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	<p>Evaluate a Writer’s Work Students work in pairs/group discussions.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 198; Chapter 8, TE p. 212; Chapter 9, TE p. 226; Chapter 10, TE p. 240; Chapter 11, TE p. 254 <p>Create: Organizational Structure Brainstorming, Planning, Drafting.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 <p>Introduce the Writing Process Good writing happens in stages.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 <p>Writing Process Summary Planning, Drafting, Rubrics.</p> <ul style="list-style-type: none"> Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning Step 2: Drafting Step 3: Revising Step 4: Editing Step 5: Producing, Publishing, and Presenting
<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><u>LEVEL H/GRADE 8 TEACHER’S EDITION</u></p> <p>Digital Connection</p> <ul style="list-style-type: none"> Researching World Literature—TE p. 15 Primary Sources Online—TE p. 47 History Online—TE p. 79 Public Libraries and 3-D Printers—TE p. 111 Movie Clips Online—TE p. 143 Articles Online—TE p. 167 Publishing Online—TE p. 206 Publishing Online—TE p. 220 Creating a Blog—TE p. 234 Documentary—TE p. 248 Recording a Debate—TE p. 262 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Researching Your Topic—p. 4 <ul style="list-style-type: none"> Where to Look (library or Internet) How to Search (use search terms) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • How to Judge (respectable online sources) • How to Take Notes (create individual files) • How to Cite Sources (online sources) ◦ Digital Tip <ul style="list-style-type: none"> • Use a reference management software program to help keep track of the sources you consult while researching for your report. ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Digital Integration <ul style="list-style-type: none"> • A free Web-based word processing program can enable collaboration among student writers. ◦ Step 3: Revising <ul style="list-style-type: none"> ◦ Read your draft from the computer screen and enter changes as you go. ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ If you are reading on a screen, resize the document so you can see only one line or section of text at a time. ◦ Consider using the spelling and grammar checker on your computer and asking a partner to help you find errors. ◦ Digital Connection <ul style="list-style-type: none"> • Students whose computers have PDF markup software can format their drafts as .pdfs and then use the text marking tools to identify and correct their editing errors. ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Digital Connection <ul style="list-style-type: none"> • Consider using software programs to create animation videos. Or, make a video of yourself giving the presentation. Enhance the presentation by using editing software and adding music and graphics. Then, post it online where your classmates can watch it on their own time. ◦ Assignment: Digital Presentation <ul style="list-style-type: none"> • Publish in a digital format, such as a blog entry with an embedded slide show. Tablet users can use apps to create eBooks with text and images as well as audio. Students with digital video cameras can create documentaries based on their research reports.

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Research to Build and Present Knowledge

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<p>W.8.7 Conduct short or more sustained 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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 235–236 <ul style="list-style-type: none"> ◦ Conduct a short research project to answer a self-generated question. ◦ Learn how to conduct research by discussing where and how to find information about a topic. • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242 • Assignment: Write the final draft—p. 248 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Researching World Literature—TE p. 15 • Primary Sources Online—TE p. 47 • History Online—TE p. 79 • Public Libraries and 3-D Printers—TE p. 111 • Movie Clips Online—TE p. 143 • Articles Online—TE p. 167 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Investigate (conduct online research/share responses)—TE p. 68 • Investigate (research/compare poem with historical facts)—TE p. 83 • Investigate (research/use trusted sources/present biographical overview/share with class)—TE p. 100 • Investigate (suggest alternative solutions to problems/research/create a presentation)—TE p. 132 • Investigate (research claims for raw milk/debate the issue)—TE p. 171 • Investigate (research clean energy/make a presentation)—TE p. 179 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Why am I writing? (identify questions about a topic/research the answers in multiple sources)—p. 2 ◦ What is my purpose? (answer questions that came up during planning and research)—p. 2 ◦ Researching Your Topic—p. 4 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Assignment/Genre (share information gathered from several sources)—pp. 1 and 2

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Research to Build and Present Knowledge

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<p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <ul style="list-style-type: none"> Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Follow a standard format for citation. 	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Progress Check/Home Connect—pp. 235–236 <ul style="list-style-type: none"> Gather relevant information from multiple print and digital sources. Draw evidence from informational texts to support analysis, reflection, and research. Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242 <ul style="list-style-type: none"> Taking notes (index cards/summarize or paraphrase information)—p. 240 List of Sources (use only accurate information from reliable, trustworthy sources)—p. 241 Assignment: Write the final draft—p. 248 <p>LEVEL H/GRADE 8 TEACHER'S EDITION Digital Connection</p> <ul style="list-style-type: none"> Publishing Online (cited all sources/check to make sure all material not cited is solely the work of the student and not plagiarized)—TE p. 220 <p>Analyze a Student Model</p> <ul style="list-style-type: none"> List of Sources (explain why sources can be considered credible and reliable)—TE p. 240 <p>Write Research Reports</p> <ul style="list-style-type: none"> Create: Note-Taking—TE p. 241 <ul style="list-style-type: none"> Collecting Sources Taking Notes Summarizing and Paraphrasing Information Citing Sources <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Researching Your Topic—p. 4 <ul style="list-style-type: none"> Where to Look How to Search (use search terms) How to Judge (accurate, credible sources) How to Take Notes How to Cite Sources Digital Tip Step 4: Editing Tips—p. 10 <ul style="list-style-type: none"> Using Quotations (avoid plagiarism) Citing Sources Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> Finding Supporting Evidence Researching Your Topic <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Writing

Research to Build and Present Knowledge

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> ◦ Digital Integration ◦ Support English Language Learners
<p>W.8.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p>	
<p>W.8.9.A Apply Grade 8 Reading standards to literature.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Literary Texts: Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence—pp. 12–16, 20–24, 28–32, 76–80, 84–88, 92–96, 140–144, 148–152 ◦ Check Comprehension—pp. 13, 15, 17 21, 23, 25 29, 31, 33 77, 79, 81 85, 87, 89 93, 95, 97 141, 143, 145 149, 151, 153 • Independent Practice <ul style="list-style-type: none"> ◦ Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154 ◦ Check Comprehension—pp. 19, 27, 43, 83, 91, 107, 147, 155 • Connect Across Texts <ul style="list-style-type: none"> ◦ Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 36–37, 102–103, 156–157 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u> Literary Texts: Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Independent Practice <ul style="list-style-type: none"> ◦ Critical Comprehension (challenge students to think more deeply about the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155 <p>Literary Text</p> <ul style="list-style-type: none"> • Evaluate a Writer's Work—TE p. 198 <p>Review</p> <ul style="list-style-type: none"> • Analyzing Texts (analyze texts to determine how the literary elements of theme, plot, and character are related)—TE p. 198
<p>W.8.9.B Apply Grade 8 Reading standards to informational texts.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Informational Texts: Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence—pp. 44–48, 52–56, 60–64, 108–112, 116–120, 124–128, 164–168, 172–176, 180–184 ◦ Check Comprehension—pp. 45, 47, 49, 53, 55, 57, 61, 63, 65, 109, 111, 113, 117, 119, 121, 125, 127, 129, 165, 167, 169, 173, 175, 177, 181, 183, 185 • Independent Practice <ul style="list-style-type: none"> ◦ Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186 ◦ Check Comprehension—pp. 51, 59, 75, 115, 123, 139, 171, 179, 187 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Writing

Research to Build and Present Knowledge

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 69, 133, 189 <p>LEVEL H/GRADE 8 TEACHER'S EDITION Informational Texts: Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Independent Practice <ul style="list-style-type: none"> ◦ Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187 <p>Informational Texts</p> <ul style="list-style-type: none"> • Evaluate a Writer's Work—TE pp. 212, 226, 240, 254 <p>Review</p> <ul style="list-style-type: none"> • Determining Central Ideas—TE p. 212 • Analyzing Sources—TE p. 254

Range of Writing

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>W.8.10 Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> • research • reflection • revision <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> • Support a Claim (write a brief essay)— Chapter 1, p. 36; Chapter 6, p. 188 <p>Write About It</p> <ul style="list-style-type: none"> • Students write to a short response to the reading selection(s) in the Chapter Review—Chapter 1, TE p. 40; Chapter 2, TE p. 72; Chapter 3, TE p. 104; Chapter 4, TE p. 136; Chapter 5, TE p. 160; Chapter 6, TE p. 192 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 196-199 • Assignment: Write the final draft—p. 206 <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 210-213 • Assignment: Write the final draft—p. 220 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Writing

Range of Writing

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 224–227 Assignment: Write the final draft—p. 234 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242 Assignment: Write the final draft—p. 248 <p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 252–255 Assignment: Write the final draft—p. 262 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Writearound</p> <ul style="list-style-type: none"> Students in a group of four complete sentence starters to produce summaries of the text—TE p. 25 <p>Extend Thinking</p> <ul style="list-style-type: none"> Writing a Folktale (read stories aloud to the class)—TE p. 36

Grade-Level Standards for Speaking and Listening

Comprehension and Collaboration

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>SL.8.1 Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> one-on-one in groups teacher-led <p>with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 2, TE p. 57; Chapter 3, TE p. 81; Chapter 5, TE p. 145; Chapter 7, TE p. 203; Chapter 9, TE p. 229; Chapter 10, TE p. 245; Chapter 11, TE p. 257 <p>Discussion Skills</p> <ul style="list-style-type: none"> Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>Turn and Talk</p> <ul style="list-style-type: none"> Chapter 1, TE p. 33; Chapter 2, TE p. 65; Chapter 4, TE p. 121; Chapter 5, TE p. 153; Chapter 6, TE p. 169; Chapter 8, TE p. 217

Grade-Level Standards for Speaking and Listening

Comprehension and Collaboration

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>SL.8.1.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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Analyze Literary Elements (be prepared to discuss your ideas with the class)—Chapter 1, p. 36 Support a Claim (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132 Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss/Return to the Essential Question (prepare for a class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> Did I? <ul style="list-style-type: none"> Build on ideas expressed by others and express my own ideas clearly? Come to the discussion prepared and stay on the topic? <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapters 7-11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>SL.8.1.B Follow rules for <i>collegial discussions</i> and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (be prepared for small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> Did I? <ul style="list-style-type: none"> Help define individual roles during discussions? <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> Follow established rules of collegial discussion—Chapter 2, p. 57; Chapter 6, p. 185; Chapter 8, p. 218 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Speaking and Listening

Comprehension and Collaboration

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> Assign roles, such as Facilitator, Timekeeper, Note-taker, and Reporter— Chapter 1, p. 33; Chapter 4, TE p. 121; Chapter 5, TE p. 153 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapters 7-11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>SL.8.1.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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to Theme (pose/answer questions using evidence from chapter texts in small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u> Peer Collaboration</p> <ul style="list-style-type: none"> Ask questions—Chapter 3, TE p. 81 <p>Discussion Skills</p> <ul style="list-style-type: none"> Pose questions/respectfully request evidence, clarification, elaboration, rephrasing, and examples as needed—Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listeners should listen attentively and ask questions—TE pp. 35, 67, 99, 131, 187 <p>Reciprocal Teaching</p> <ul style="list-style-type: none"> Questioner will pose questions—TE pp. 49, 89, 113, 185 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapters 7-11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (ask questions and respond to other's questions and comments)

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Grade-Level Standards for Speaking and Listening

Comprehension and Collaboration

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<p>SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss/Return to the Essential Question <ul style="list-style-type: none"> ◦ Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Revise my own views when presented with new evidence or information?—p. 204 ◦ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion ◦ Questions I Asked ◦ Questions I Answered <p>LEVEL H/GRADE 8 TEACHER’S EDITION Turn and Talk</p> <ul style="list-style-type: none"> • Discuss and revise answers to comprehension questions with a partner—Chapter 1, TE p. 33; Chapter 2, TE p. 81; Chapter 3, TE p. 121; Chapter 5, TE p. 153; Chapter 6, TE p. 169; Chapter 8, TE p. 217 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively and ask questions/elicite responses from students of different cultural backgrounds—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Discuss responses to questions/revise based on discussion with a partner—Chapter 2, TE p. 57; Chapter 3, TE p. 81; Chapter 5, TE p. 145; Chapter 7, TE p. 203; Chapter 9, TE p. 229; Chapter 10, TE p. 245; Chapter 11, TE p. 257 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Find evidence to support their positions and prepare counterarguments against the opposing position—Chapter 4, TE p. 129 • Does evidence support other opinions?—Chapter 9, TE p. 232 • Be respectful of those who disagree—Chapter 11, TE p. 260 <p>Evaluate a Writer’s Work</p> <ul style="list-style-type: none"> • Include logical reasons and relevant evidence—TE p. 254 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints) <p><i>Related content</i></p> <p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180–187 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Conversation Starter: Compare Conflicting Information in Advertisements (graphic organizer)
<p>SL.8.2 Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (charts)—pp. 36, 68, 102, 132, 156, 188 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164–171 <ul style="list-style-type: none"> ◦ Cite Evidence <ul style="list-style-type: none"> ◦ Advantages and disadvantages of a medium—pp. 164, 165 ◦ Online text with hyperlinked words connect readers to additional information or other features—p. 166 ◦ Advantages of online media/multimedia resources—p. 167 • Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179 <ul style="list-style-type: none"> ◦ Cite Evidence <ul style="list-style-type: none"> ◦ Emotional appeals in persuasive speeches/target audience—p. 173 • Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180–187 <ul style="list-style-type: none"> ◦ Cite Evidence <ul style="list-style-type: none"> ◦ Look at the visual aids—p. 180 <p style="text-align: right;"><i>continued</i></p>

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	<p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Analyze a student model <ul style="list-style-type: none"> ◦ Graphics (information in the form of a chart, graphic organizer, table, diagram, or timeline helps make ideas clearer and easier to understand)—p. 212 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Evaluating Different Mediums</p> <ul style="list-style-type: none"> • Genre: Web Article (a nonfiction digital text, usually with visual aids, such as photos, graphs, videos, and hyperlinks to other content)—TE p. 164 <p>Evaluating Evidence and Reasoning</p> <ul style="list-style-type: none"> • Set the Purpose (judge the arguments heard in speeches)—TE p. 172 <p>Analyzing Conflicting Information</p> <ul style="list-style-type: none"> • Set the Purpose (listen to an argument between two people)—TE p. 180 <p>Analyzing Theme and Summarizing</p> <ul style="list-style-type: none"> • Genre: Santal Folktale (oral storytelling)—TE p. 201 • Model and Teach (read selection orally)—TE p. 201 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Activity: Compare Print and Video Versions of the Same News Story (graphic organizer)
<p>SL.8.3 Examine 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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question <ul style="list-style-type: none"> ◦ Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Distinguish claims that are supported by reasons and evidence from claims that are not?—Chapter 7, p. 204 ◦ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion <p style="text-align: right;"><i>continued</i></p>

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Comprehension and Collaboration

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	<ul style="list-style-type: none"> ◦ Questions I Asked ◦ Questions I Answered <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Review</p> <ul style="list-style-type: none"> • Evaluating Evidence and Reasoning (claims should be supported by evidence and reasoning)—TE p. 182 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Students should politely ask their peers to explain their answers and to give evidence for their own opinions—TE p. 232 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (explain a speaker's argument and specific claims) <p><i>Related content</i></p> <p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 6 Integration of Knowledge and Ideas</p> <p>Informational Texts</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. 172–179 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 6 Integration of Knowledge and Ideas</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Evaluate Reasons and Evidence for Arguments (graphic organizer)

Presentation of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>SL.8.4</p> <p>Present claims and findings, emphasizing the most important 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><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (support your point of view with reasons and examples)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> ◦ Did I? <ul style="list-style-type: none"> ◦ Distinguish claims that are supported by reasons and evidence from claims that are not? <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> ◦ Present relevant claims and other ideas in a logical manner? ◦ Speak in an appropriate volume, pronounce words clearly, and make eye contact? <p>LEVEL H/GRADE 8 TEACHER'S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Prepare and make a formal presentation with claims, supporting facts and details/speak clearly, maintain eye contact—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Investigate (write summaries/note the cultures/present to the class)—TE p. 27 • Writing a Folktale (read stories aloud to the class)—TE p. 36 • Hypothesize (consider different viewpoints/present points to the class)—TE p. 51 • Investigate (research/compare poem with historical facts/multimedia presentation)—TE p. 83 • Construct (write a letter/read letters aloud to the class)—TE p. 91 • Investigate (research/use trusted sources/present biographical overview/share with class)—TE p. 100 • Investigate (suggest alternative solutions to problems/create a presentation)—TE p. 132 • Analyzing Characters (write and share dialogues with the class)—TE p. 156 • Investigate (research claims for raw milk/debate the issue)—TE p. 171 • Investigate (research clean energy/multimedia presentation)—TE p. 179 • Create a Response to Literature (present to the class)—TE pp. 199, 227 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Ideas should be supported by facts, details, evidence, definitions, and examples—TE p. 246 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips (giving an oral presentation)—p. 12 <ul style="list-style-type: none"> • Speak at an appropriately loud level and enunciate so that everyone can hear and understand your words. • Use your introduction to tell listeners up front a few key points you want them to understand while listening to your report. • Use your voice to keep the audience’s attention by varying your pitch, rate, and volume. • Make eye contact with your listeners and watch for audience feedback. • When using visuals or audio, pause to allow your audience to respond to them. Clearly explain the connection between them and your topic. • Ask your listeners if they have any questions after you have finished speaking. Listen carefully and respectfully to the questions. Take time to think before you respond, and then answer politely. <p><i>Related content (working on phrasing, expression, intonation, rate, and accuracy)</i></p> <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Fluency Practice (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Charlie and the Advice” (Scottish Traditional Tale) ◦ Chapter 2 “American Labor and the Great Depression” (Online Article) ◦ Chapter 3 “A Mill Girl’s Story” (Realistic Fiction) ◦ Chapter 4 “Controlling Disease Outbreaks” (Science Journal Article) ◦ Chapter 5 “Red Badge” (Movie Script) ◦ Chapter 6 “Op-Ed: President’s Clean Energy Plan Must Be Refocused” (Opinion Piece) • Fluency Practice: Teaching Suggestions <p>The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.</p>
<p>SL.8.5 Integrate <i>multimedia</i> and <i>visual displays</i> into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>LEVEL H/GRADE 8 TEACHER’S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Use multimedia/visual elements to support points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Extend Thinking</p> <ul style="list-style-type: none"> Investigate (present findings in a multimedia presentation—TE p. 83) <p>Digital Connection</p> <ul style="list-style-type: none"> Documentary (prepare a documentary video to present to the class)—TE p. 248 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5: Producing, Publishing and Presenting <ul style="list-style-type: none"> Speaking Tips <ul style="list-style-type: none"> When using visuals or audio, pause to allow your audience to respond to them—p. 12 Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 5: Producing, Publishing and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> Using Visuals and Other Text Features Assignment: Digital Presentation <ul style="list-style-type: none"> Turn reports into multimedia presentations using digital technology. <p><i>Related content</i></p> <p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 6 Integration of Knowledge and Ideas:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164-171 <ul style="list-style-type: none"> Cite Evidence (hyperlinks can rapidly connect readers to additional information, important sources, and multimedia resources)—p. 167
<p>SL.8.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> Did I? Use formal English when appropriate?—p. 204 <p><u>LEVEL H/GRADE 8 TEACHER'S EDITION</u></p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapters 7-11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate) <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5 Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Translate written words into an oral report by using an appropriate form of English—p. 12

Grade-Level Standards for Language

Conventions of Standard English

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>L.8.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 8 when writing or speaking.</p>	
<p>L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verbals—pp. 200–201 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Verbals • Additional Practice <ul style="list-style-type: none"> ◦ Verbals • Instructional Videos <ul style="list-style-type: none"> ◦ Verbals
<p>L.8.1.B Form and use verbs in the active and passive voice.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Active Voice and Passive Voice—pp. 228–229 • Using Active Voice and Passive Voice—pp. 230–231 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Active Voice and Passive Voice ◦ Language: Using Active Voice and Passive Voice <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Language

Conventions of Standard English

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Active Voice and Passive Voice ○ Using Active Voice and Passive Voice • Instructional Videos <ul style="list-style-type: none"> ○ Active Voice and Passive Voice ○ Using Active Voice and Passive Voice <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used verbs in the correct voice and mood and corrected inappropriate shifts?—p. 6 ○ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> • Grammar and Usage <ul style="list-style-type: none"> • I have corrected inappropriate shifts in verb voice and mood—p. 8
<p>L.8.1.C Form and use verbs in the indicative, imperative, and interrogative mood.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verb Moods (indicative/imperative/interrogative)—pp. 202–203 • Conditional and Subjunctive Moods—p. 243 • Verb Voice and Mood—pp. 244–245 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verb Moods • Additional Practice <ul style="list-style-type: none"> ○ Verb Moods • Instructional Videos <ul style="list-style-type: none"> ○ Verb Moods <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Conditional and Subjunctive Moods ○ Language: Verb Voice and Mood • Additional Practice <ul style="list-style-type: none"> ○ Conditional and Subjunctive Moods ○ Verb Voice and Mood • Instructional Videos <ul style="list-style-type: none"> ○ Conditional and Subjunctive Moods ○ Verb Voice and Mood <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Language

Conventions of Standard English

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used verbs in the correct voice and mood and corrected inappropriate shifts?—p. 6 ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> • Grammar and Usage <ul style="list-style-type: none"> • I have corrected inappropriate shifts in verb voice and mood—p. 8
<p>L.8.1.D Recognize and correct inappropriate shifts in verb voice.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Shifts in Verb Voice—p. 214 • Shifts in Verb Mood—p. 215 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Shifts in Verb Voice ◦ Language: Shifts in Verb Mood • Additional Practice <ul style="list-style-type: none"> ◦ Shifts in Verb Voice ◦ Shifts in Verb Mood • Instructional Videos <ul style="list-style-type: none"> ◦ Shifts in Verb Voice ◦ Shifts in Verb Mood <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used verbs in the correct voice and mood and corrected inappropriate shifts?—p. 6 ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> • Grammar and Usage <ul style="list-style-type: none"> • I have corrected inappropriate shifts in verb voice and mood—p. 8
<p>L.8.1.E Taught in Grade 5 and should be reinforced as needed.</p>	

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Grade-Level Standards for Language

Conventions of Standard English

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>L.8.1.F Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><i>Other grade</i></p> <p>LEVEL G/GRADE 7 DIGITAL RESOURCES** Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Phrase and Clause Placement ○ Language: Misplaced Modifiers • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Phrase and Clause Placement; Misplaced Modifiers • Instructional Videos <ul style="list-style-type: none"> ○ Phrases and Clause Placement ○ Misplaced Modifiers <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Dangling Modifiers • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Dangling Modifiers • Instructional Videos <ul style="list-style-type: none"> ○ Dangling Modifiers <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 4 Editing: Editing Checklist—p. 8 <ul style="list-style-type: none"> • Sentences <ul style="list-style-type: none"> • None of my sentences contain a misplaced or dangling modifier
<p>L.8.1.G Taught in Grade 4 and should be reinforced as needed.</p>	
<p>L.8.1.H Taught in Grade 7 and should be reinforced as needed.</p>	
<p>L.8.1.I Taught in Grade 4 and should be reinforced as needed.</p>	
<p>L.8.1.J Taught in Kindergarten and should be reinforced as needed.³</p>	

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Grade-Level Standards for Language

Conventions of Standard English

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>L.8.1.K Taught in Grade 3 and should be reinforced as needed.</p>	
<p>L.8.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.</p>	
<p>L.8.2.A Taught in Grade 4 and should be reinforced as needed.</p>	
<p>L.8.2.B Use an ellipsis to indicate an omission.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Ellipses to Indicate Omitted Text—p. 216 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Ellipses to Indicate Omitted Text • Additional Practice <ul style="list-style-type: none"> ◦ Ellipses to Indicate Omitted Text • Instructional Videos <ul style="list-style-type: none"> ◦ Ellipses to Indicate Omitted Text
<p>L.8.2.C Use punctuation</p> <ul style="list-style-type: none"> • commas • ellipses • dashes <p>to indicate a pause or break.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Punctuation for Pauses or Breaks (comma, ellipsis, dash)—p. 217 • Punctuation for Pauses or Breaks (ellipsis, dash, comma)—p. 258 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Punctuation for Pauses or Breaks • Additional Practice <ul style="list-style-type: none"> ◦ Punctuation for Pauses or Breaks • Instructional Videos <ul style="list-style-type: none"> ◦ Punctuation for Pauses and Breaks <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Language

Conventions of Standard English

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Punctuation for Pauses or Breaks (ellipsis, dash, comma) • Additional Practice <ul style="list-style-type: none"> ◦ Punctuation for Pauses or Breaks (ellipsis, dash, comma) • Instructional Videos <ul style="list-style-type: none"> ◦ Punctuation for Pauses or Breaks (ellipsis, dash, comma) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ◦ Mechanics <ul style="list-style-type: none"> • I have used the appropriate punctuation correctly to indicate a pause or break in a sentence or the omission of text—p. 8
<p>L.8.2.D Spell correctly.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Correct Spelling—p. 259 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Correct Spelling • Additional Practice <ul style="list-style-type: none"> ◦ Correct Spelling <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ◦ Spelling <ul style="list-style-type: none"> • I have used a dictionary to check spellings and definitions of words I am unsure about. • I have correctly used frequently confused words, such as homophones (<i>through/threw; where/wear; days/daze</i>).

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Grade-Level Standards for Language

Knowledge of Language

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>L.8.3 Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.</p>	
<p>L.8.3.A Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Language</u></p> <ul style="list-style-type: none"> • Active Voice and Passive Voice—pp. 228–229 • Using Active Voice and Passive Voice—pp. 230–231 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Active Voice and Passive Voice • Additional Practice <ul style="list-style-type: none"> ◦ Active Voice and Passive Voice • Instructional Videos <ul style="list-style-type: none"> ◦ Active Voice and Passive Voice ◦ Using Active Voice and Passive Voice <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Conditional and Subjunctive Moods • Additional Practice <ul style="list-style-type: none"> ◦ Conditional and Subjunctive Moods • Instructional Videos <ul style="list-style-type: none"> ◦ Conditional and Subjunctive Moods
<p>L.8.3.B Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Language</u></p> <ul style="list-style-type: none"> • Verb Moods (indicative/imperative/interrogative)—pp. 202–203 • Conditional and Subjunctive Moods—p. 243 • Verb Voice and Mood—pp. 244–245 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Verb Moods • Additional Practice <ul style="list-style-type: none"> ◦ Verb Moods • Instructional Videos <ul style="list-style-type: none"> ◦ Verb Moods <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Language

Knowledge of Language

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Conditional and Subjunctive Moods ○ Language: Verb Voice and Mood • Additional Practice <ul style="list-style-type: none"> ○ Conditional and Subjunctive Moods ○ Verb Voice and Mood • Instructional Videos <ul style="list-style-type: none"> ○ Conditional and Subjunctive Moods ○ Verb Voice and Mood <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ○ Organization and Coherence <ul style="list-style-type: none"> • Have I used verbs in the correct voice and mood and corrected inappropriate shifts?—p. 6 ○ Step 4 Editing: Editing Checklist <ul style="list-style-type: none"> ○ Grammar and Usage <ul style="list-style-type: none"> • I have corrected inappropriate shifts in verb voice and mood—p. 8

Vocabulary Acquisition and Use

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.</p>	
<p>L.8.4.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>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> • Context Clues—p. 38 • Using Reference Materials: Independent Practice (context clues)—p. 134 • Word Relationships (context clues)—p. 158 <p>Chapter 2 Key Ideas and Details: Informational Texts</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. 60–67 <ul style="list-style-type: none"> ○ Cite Evidence (explain the meaning of each word based on context clues)—p. 62 <p style="text-align: right;"><i>continued</i></p>

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Grade-Level Standards for Language

Vocabulary Acquisition and Use

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL H / GRADE 8
	<p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115 <ul style="list-style-type: none"> Cite Evidence (context clues)—p. 108 <p><u>LEVEL H/GRADE 8 TEACHER’S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> Working with Word Meaning (using context clues)—TE pp. 14, 114, 176 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Work through context clues that hint at the meanings of the words—TE pp. 134, 239 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Home Connect Activity: Find Context Clues (graphic organizer)
<p>L.8.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p><u>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Greek and Latin Roots and Affixes—p. 70 <p><u>LEVEL H/GRADE 8 DIGITAL RESOURCES*</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Roots and Affixes <p><i>Other grade</i></p> <p><u>GRADE 5 DIGITAL RESOURCES**</u></p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Affixes and Roots Additional Practice <ul style="list-style-type: none"> Greek and Latin Affixes and Roots Instructional Videos <ul style="list-style-type: none"> Greek and Latin Affixes and Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> Base Words Prefixes Suffixes Greek and Latin Roots

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<p>L.8.4.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>L.8.4.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>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “New Frontiers: The Ocean” (Explanatory Text)—pp. 44–51 <ul style="list-style-type: none"> ◦ Guided Instruction Use a dictionary to look up unfamiliar words—p. 45 <p>Language</p> <ul style="list-style-type: none"> • Context Clues (use a dictionary)—p. 38 • Using Reference Materials—p. 134 • Connotation and Denotation (use a dictionary)—p. 190 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 <p>LEVEL H/GRADE 8 TEACHER’S EDITION Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary (definitions)—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Understanding the different functions of a dictionary, a thesaurus, and a glossary—TE pp. 134, 239 <p>Language</p> <ul style="list-style-type: none"> • Word Relationships (use a thesaurus or dictionary to find a new word)—TE p. 158 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES* Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.</p>	
<p>L.8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83 <ul style="list-style-type: none"> ◦ Cite Evidence (figurative language)—pp. 76, 78, 79, 80, 82 • Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 84–91 <ul style="list-style-type: none"> ◦ Cite Evidence (similes)—p. 90 <p style="text-align: right;"><i>continued</i></p>

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	<p>Language</p> <ul style="list-style-type: none"> Figurative Language (verbal irony/sarcasm/overstatement/pun)—p. 102 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115 <ul style="list-style-type: none"> Cite Evidence (figurative language/analogy)—p. 108 Cite Evidence (allusion)—p. 110 <p>LEVEL H/GRADE 8 TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</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. 60–67 <ul style="list-style-type: none"> Cite Evidence (figure of speech: rhetorical question)—TE p. 61 <p>Chapter 3 Craft and Structure: Literary 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. 84–91 <ul style="list-style-type: none"> Cite Evidence (personification)—TE p. 90 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Figurative meanings of words—TE p. 173 <p>Review: Analyzing Word Choice</p> <ul style="list-style-type: none"> Metaphor—TE p. 226 <p>LEVEL H/GRADE 8 DIGITAL RESOURCES*</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Figurative Language (verbal irony/sarcasm/overstatement/pun)
<p>L.8.5.B</p> <p>Use the relationship between particular words to better understand each of the words.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Using Reference Materials (synonyms)—p. 134 Word Relationships (synonyms/shades of meaning)—p. 158 <p>LEVEL H/GRADE 8 TEACHER’S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> Working with Word Meaning (synonyms)—TE pp. 78, 86, 142, 172
<p>L.8.5.C</p> <p>Distinguish among the connotations, associations, of words with similar denotations, definitions,(e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83 <ul style="list-style-type: none"> Cite Evidence (connotations)— pp. 76, 78, 82 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> ○ Cite Evidence (negative connotations)—p. 77 ○ Comprehension Check (connotations)—p. 81 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question: Connotations—p. 101 <p>Language</p> <ul style="list-style-type: none"> • Word Relationships (shades of meaning)—p. 158 • Connotation and Denotation—p. 190 <p>LEVEL H/GRADE 8 TEACHER'S EDITION</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Determining Point of View and Purpose: “Seaweed to the Rescue!” (Persuasive Essay)—pp. 124–131 <ul style="list-style-type: none"> ○ Cite Evidence (use words with strong connotations)—TE p. 127
<p>L.8.5.D Taught in Grade 1 and should be reinforced as needed.</p>	
<p>L.8.6 Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LEVEL H/GRADE 8 STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> • General academic and domain-specific words—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 <p>Language</p> <ul style="list-style-type: none"> • Context Clues—p. 38 • Greek and Latin Roots and Affixes—p. 70 • Figurative Language—p. 102 • Word Relationships (shades of meaning/connotations)—p. 158 • Connotation and Denotation—p. 190 <p>LEVEL H/GRADE 8 TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • General Academic Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 • Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 <p style="text-align: right;"><i>continued</i></p>

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	<p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 • Domain-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182 • Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186

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