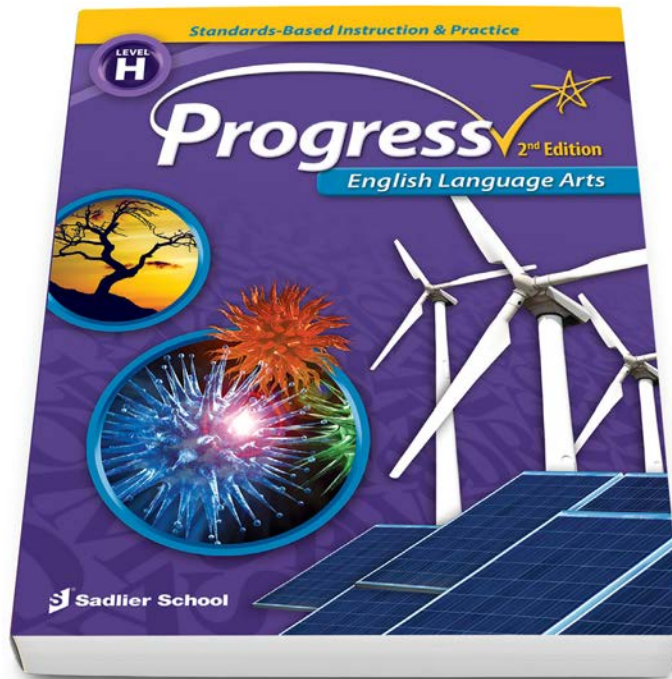


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to the 2021 Alabama Course of Study:  
English Language Arts

**Grade 8**



**Recurring Standards**

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**Grade 8 Content Standards**

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## Grades 6–8 Recurring Standards

### RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8

**Students will:**

**RECEPTION**

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

**STUDENT EDITION/TEACHER'S EDITION**

**Connect Across Texts**

- Support a Claim (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 6, p. 188
- Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156
- 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

**Speaking and Listening**

- Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 1, p. 204; Chapter 2, p. 218; Chapter 3, p. 232; Chapter 4, p. 246; Chapter 5, p. 260; Chapter 6, p. 260
- Good Speaker/Good Listener Checklist - Did I:
  - Listen carefully to others and answer questions?/Follow agreed-upon rules for discussion?—p. 204

**TEACHER'S EDITION**

**Discussion Skills**

- Chapter 1, pp. 17, 25, 33; Chapter 2, pp. 49, 57, 65; Chapter 3, pp. 81, 89, 97; Chapter 4, pp. 113, 121, 129; Chapter 5, pp. 145, 153; Chapter 6, pp. 169, 177, 185; Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260

**Turn and Talk**

- 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

**Peer Collaboration**

- 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

**DIGITAL RESOURCES**

**Writing Handbook**

- Instruction & Practice
  - Step 3: Revising
    - Revising Together (work with a partner)—p. 6
- Instruction & Practice Lesson Plans
  - Step 1: Planning
    - Brainstorming (work with a partner/small group)—pp. 1 and 2
    - Assignment: Planning (work in pairs or small groups)—pp. 3 and 4
  - Step 3: Revising
    - Peer Review—pp. 5 and 6
    - Peer Collaboration—pp. 7 and 8

## RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p><b>RECEPTION</b></p> <p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Context Clues—p. 38</li> <li>Using Reference Materials: Independent Practice (context clues)—p. 134</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (context clues)—pp. 62, 108</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (context clues)—TE pp. 14, 114, 176</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (context clues)—TE p. 62</li> </ul> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>Context clues—TE p. 81</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (use context clues)—TE p. 81</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Context clues—TE p. 134</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Guided Practice (use context clues)—TE p. 158</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Context clues—TE pp. 134, 239</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Language: Context Clues</li> </ul> </li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Parent Resources             <ul style="list-style-type: none"> <li>Home Connect Activity: Find Context Clues (graphic organizer)</li> </ul> </li> </ul>
<p><b>EXPRESSION</b></p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p><b>TEACHER’S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Researching World Literature—TE p. 15</li> <li>Chapter 2 Primary Sources Online—TE p. 47</li> <li>Chapter 3 History Online—TE p. 79</li> <li>Chapter 4 Public Libraries and 3-D Printers—TE p. 111</li> <li>Chapter 5 Movie Clips Online—TE p. 143</li> <li>Chapter 6 Articles Online—TE p. 167</li> <li>Chapter 7 Publishing Online—TE p. 206</li> <li>Chapter 8 Publishing Online—TE p. 220</li> <li>Chapter 9 Creating a Blog—TE p. 234</li> <li>Chapter 10 Documentary—TE p. 248</li> <li>Chapter 11 Recording a Debate—TE p. 262</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 2 Investigate—TE p. 68</li> <li>Chapter 3 Investigate—TE p. 83</li> <li>Chapter 3 Investigate—TE p. 100</li> <li>Chapter 4 Investigate—TE p. 132</li> <li>Chapter 5 Investigate—TE p. 171</li> <li>Chapter 6 Investigate—TE p. 179</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Researching Your Topic—p. 4   <ul style="list-style-type: none"> <li>Where to Look</li> <li>How to Search</li> <li>How to Judge</li> </ul> </li> </ul> </li> <li>Step 2: Drafting                                     <ul style="list-style-type: none"> <li>Use a computer (cut, copy, paste text)—p. 5</li> </ul> </li> <li>Step 3: Revising—p. 6                                     <ul style="list-style-type: none"> <li>Revising Together (email drafts)</li> </ul> </li> <li>Step 4: Editing—pp. 8, 10                                     <ul style="list-style-type: none"> <li>Using Spelling and Grammar Checkers</li> </ul> </li> <li>Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>Online Publishing and Digital Slide Presentations—p. 11</li> <li>Digital Connection—p. 12</li> </ul> </li> </ul> </li> <li>Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>Step 1: Planning—pp. 3 and 4                                     <ul style="list-style-type: none"> <li>Researching Your Topic/Digital Integration</li> </ul> </li> <li>Step 2: Drafting—pp. 5 and 6                                     <ul style="list-style-type: none"> <li>Digital Integration (use a word processing program)</li> </ul> </li> <li>Step 4: Editing—pp. 9 and 10                                     <ul style="list-style-type: none"> <li>Digital Integration (use a word processor)</li> </ul> </li> <li>Step 5: Producing, Publishing, and Presenting—pp. 11 and 12                                     <ul style="list-style-type: none"> <li>Publishing Formats (online publishing)</li> <li>Assignment: Digital Presentation (digital format)</li> </ul> </li> </ul> </li> </ul>
<p><b>EXPRESSION</b></p> <p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Create: Organizational Structure</b> Brainstorming, Planning, Drafting</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Introduce the Writing Process</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Writing Process Summary</b> Planning, Drafting, Rubrics</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>○ Step 1: Planning</li> <li>○ Step 2: Drafting</li> <li>○ Step 3: Revising</li> <li>○ Step 4: Editing</li> <li>○ Step 5: Producing, Publishing, and Presenting</li> </ul> </li> </ul>
<p><b>EXPRESSION</b>                      R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p><b>EXPRESSION</b>                      R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>○ Use formal English when appropriate?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 (use appropriate English in presentations to the class)—TE p. 218</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Instructional Videos</b> (Chapters 7-11)</p> <ul style="list-style-type: none"> <li>• Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)</li> </ul> <p><i>See related content</i></p> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>○ Have I established and consistently used appropriately formal English?—p. 6</li> </ul> </li> </ul> </li> </ul>

## CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>Process and employ information for a variety of academic, occupational, and personal purposes.</p>	
<p><b>RECEPTION   READING</b></p> <ol style="list-style-type: none"> <li>Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.</li> </ol>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Texts—Chapter 2, p. 69; Chapter 4, p. 133</li> <li>Connect to the Essential Question—Chapter 2, p. 68; Chapter 4, p. 132; Chapter 6, p. 189</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115</li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164–171</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Theme Wrap-Up—Chapter 2, TE p. 69; Chapter 4, TE p. 133; Chapter 6, TE p. 189</li> </ul>
<p><b>RECEPTION   READING</b></p> <ol style="list-style-type: none"> <li>Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author’s perspective.</li> </ol>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Drawing Inferences: “American Women and the Right to Vote” (Explanatory Text)—pp. 44–51</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 116–123</li> <li>Determining Point of View and Purpose: “Seaweed to the Rescue!” (Persuasive Essay)—pp. 124–131</li> </ul>
<p><b>RECEPTION   READING</b></p> <ol style="list-style-type: none"> <li>Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.</li> </ol>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27</li> <li>Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 84–91</li> <li>Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 92–99</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>4. Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Meaning: “My Odyssey” (Greek Mythology)—pp. 12–19</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Word Relationships—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>5. Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Analyzing Sources of Fiction: “The Scavenger Hunt” (Realistic Fiction)—pp. 148–155</li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164–171</li> <li>Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179</li> <li>Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180–187</li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Word Relationships—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**CRITICAL LITERACY**

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>TEACHER'S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 29; Chapter 8, TE p. 55; Chapter 9, TE p. 81; Chapter 10, TE p. 107; Chapter 11, TE p. 153</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>Instructional Videos                     <ul style="list-style-type: none"> <li>Speaking and Listening: Presentation of Knowledge and Ideas                             <ul style="list-style-type: none"> <li>Ask questions and respond to others' questions and comments</li> <li>Explain a speaker's argument and specific claims</li> <li>Evaluate the evidence that the speaker provides</li> </ul> </li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice Lesson Plans                     <ul style="list-style-type: none"> <li>Step 5: Producing, Publishing, and Presenting                             <ul style="list-style-type: none"> <li>Speaking and Listening Presentation: Listening Tips—pp. 11 and 12                                     <ul style="list-style-type: none"> <li>Listen actively to the speaker with care and respect.</li> <li>Ask questions when the speaker invites them. Pose questions that lead to elaboration.</li> <li>Give feedback politely. Focus on the content, not the delivery, of the presentation.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Determining Central Ideas/Summarizing: "American Labor and the Great Depression" (Online Article)—pp. 52–59</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Understanding Technical Language: "Additive Manufacturing" (Science Magazine Article)—pp. 108–115</li> <li>Determining Point of View and Purpose: "Seaweed to the Rescue!" (Persuasive Essay)—pp. 124–131</li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language (sarcasm, pun, verbal irony)—p. 102</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 5 Critique—TE p. 147</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Word Choice: "Boston" by Ralph Waldo Emerson (Poem)—pp. 76–83</li> </ul>

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## CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Word Choice: "Boston" by Ralph Waldo Emerson (Poem)—pp. 76–83</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>8. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p>	
<p>a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.</p> <p><i>Examples: narratives - memoir, short story, personal narrative;</i></p> <p><i>techniques - dialogue, pacing, description, reflection;</i></p> <p><i>sequencing - chronological, reverse chronological, flashback</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193–195</li> <li>Analyze a student model then outline and write a fictional narrative—pp. 196–199</li> <li>Assignment: Final draft—p. 206</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 195A</li> <li>Genre: Nonfictional Narrative—TE p. 196</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Write Fictional Narratives</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Write Fictional Narratives</li> </ul> </li> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Write Fictional Narratives</li> </ul> </li> <li>Parent Resources             <ul style="list-style-type: none"> <li>Chapter 7 Home Connect</li> <li>Chapter 7 Home Connect Conversation Starter: Play a Story-Telling Game (graphic organizer)</li> </ul> </li> </ul>
<p>b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.</p>	<p><b>INFORMATIVE/EXPLANATORY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209</li> <li>Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213</li> <li>Assignment: Final draft—p. 220</li> </ul> <p><i>continued</i></p>

**CRITICAL LITERACY**

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 209A</li> <li>• Genre: Informative/Explanatory Text—TE p. 210</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                     <ul style="list-style-type: none"> <li>◦ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Additional Practice                     <ul style="list-style-type: none"> <li>◦ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Instructional Videos                     <ul style="list-style-type: none"> <li>◦ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Parent Resources                     <ul style="list-style-type: none"> <li>◦ Chapter 8 Home Connect</li> <li>◦ Chapter 8 Home Connect Conversation Starter: Finding Credible Sources (graphic organizer)</li> </ul> </li> </ul> <p><b>EVIDENCE-BASED ESSAYS</b></p> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221-223</li> <li>• Analyze a student model then outline and write an informative/explanatory first draft—pp. 224-227</li> <li>• Assignment: Final draft—p. 234</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 223A</li> <li>• Genre: Evidence-Based Essays—TE p. 224</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                     <ul style="list-style-type: none"> <li>◦ Writing Evidence-Based Essays</li> </ul> </li> <li>• Additional Practice                     <ul style="list-style-type: none"> <li>◦ Writing Evidence-Based Essays</li> </ul> </li> <li>• Instructional Videos                     <ul style="list-style-type: none"> <li>◦ Writing Evidence-Based Essays</li> </ul> </li> <li>• Parent Resources                     <ul style="list-style-type: none"> <li>◦ Chapter 9 Home Connect</li> <li>◦ Chapter 9 Home Connect On the Go: Compare Interpretations of a Favorite Song (graphic organizer)</li> </ul> </li> </ul>
<p>c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 11 Text Types and Purposes: Write Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 249-251</li> <li>• Analyze a student model then outline and draft an opinion piece—pp. 252-255</li> <li>• Assignment: Final draft—p. 262</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 251A</li> <li>• Genre: Argumentative Essay—TE p. 252</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 11 Text Types and Purposes: Write Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Write Argumentative Essays</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Write Argumentative Essays</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Write Argumentative Essays</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 11 Home Connect</li> <li>◦ Chapter 11 Home Connect Conversation Starter: Claim and Counterclaim and Reasons (graphic organizer)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 Assess (share opinions about threat of outbreaks today)—TE p. 123</li> <li>• Chapter 5 Critique (critique the play, “The Open Window”)—TE p. 147</li> </ul>
<p><b>EXPRESSION   SPEAKING</b></p> <p>9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Support a Claim (discuss ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132</li> <li>• Connect to the Essential Question/Connect to Theme (small group/class discussion of pros and cons, claim support)—Chapter 2, p. 69; Chapter 4, p. 133; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussions)—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</li> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>◦ Distinguish claims that are supported by reasons and evidence from claims that are not?/Present relevant claims and other ideas in a logical manner?—p. 204</li> </ul> </li> </ul> <p><i>continued</i></p>

## CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>TEACHER'S EDITION</b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 2, TE pp. 49, 57, 65; Chapter 4, TE pp. 113, 121, 129; Chapter 6, TE pp. 169, 177, 185; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Chapter 2, TE p. 65; Chapter 4, TE p. 121; Chapter 6, TE p. 169; Chapter 8, TE p. 217</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>Chapter 2, TE p. 57; Chapter 3, TE p. 81; Chapter 7, TE p. 203; Chapter 9, TE p. 229; Chapter 10, TE p. 245; Chapter 11, TE p. 257</li> </ul> <p><b>Numbered Heads Together</b></p> <ul style="list-style-type: none"> <li>Chapter 4, TE p. 129; Chapter 6, TE p. 177</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Evaluating Evidence and Reasoning: "Remarks by the President on America's Energy Security" by Barack Obama (abridged) (Speech)—pp. 172–179</li> </ul>
<p><b>EXPRESSION   SPEAKING</b></p> <p>10. Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Texts (discuss ideas with the class)—Chapter 1, p. 36; Chapter 3, p. 100; Chapter 5, p. 156</li> <li>Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 3, p. 101; Chapter 5, p. 157</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussions)—Chapter 7, TE p. 204</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, pp. 17, 25, 33; Chapter 3, pp. 81, 89, 97; Chapter 5, pp. 145, 153; Chapter 6, pp. 169, 177, 185; Chapter 7, p. 204</li> </ul> <p><b>Jigsaw</b> Groups of four.</p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 17; Chapter 3, TE p. 97</li> </ul> <p><b>Writearound</b> Groups of four.</p> <ul style="list-style-type: none"> <li>Chapter 1, p. 25</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 33; Chapter 5, TE p. 153</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Analyzing Texts (literary elements)—TE p. 198</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Figurative Language—p. 102</li> <li>• Word Relationships—p. 158</li> <li>• Connotation and Denotation—p. 190</li> </ul>

## DIGITAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically</p>	
<p><b>RECEPTION   READING</b></p> <p>11. Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Researching World Literature—TE p. 15</li> <li>• Chapter 2 Primary Sources Online—TE p. 47</li> <li>• Chapter 3 History Online—TE p. 79</li> <li>• Chapter 4 Public Libraries and 3-D Printers—TE p. 111</li> <li>• Chapter 5 Movie Clips Online—TE p. 143</li> <li>• Chapter 6 Articles Online—TE p. 167</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Reading Selections</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Reading Selections</li> </ul> </li> <li>• Instructional Videos</li> <li>• Close Reading Practice</li> <li>• Fluency Practice</li> <li>• Parent Resources</li> <li>• Student Resources</li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>12. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence                             <ul style="list-style-type: none"> <li>○ Listen to poem read aloud to understand assonance and consonance— p. 79</li> <li>○ Listen or view an audio or video presentation—p. 166</li> <li>○ View an analyze video of President Reagan's speech—p. 167</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## DIGITAL LITERACY

GRADE 8 CONTENT STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8

### Speaking and Listening

- Discuss the Essential Question—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

### TEACHER'S EDITION

#### Listening and Viewing Skills

- Reread text as students listen and look at the related visual—Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181

#### Speaking and Listening Presentation

- Listeners should listen attentively and ask questions—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

#### Discussion Skills

- Listen and respond to each other's ideas—TE pp. 113, 129

#### Review

- Evaluating Different Mediums (listen to/view a speech)—TE p. 174

#### Independent Practice

- Cite Evidence
  - Listen for words and phrases that address ideas about change and the future/listen for emotionally charged words—TE p. 178

### DIGITAL RESOURCES

#### Writing Handbook

- Instruction & Practice
  - Step 1: Planning
    - Researching Your Topic (make sure sources are reliable, accurate, and credible)—p. 4
      - How to Judge (credible sources)

See related content

### STUDENT EDITION/TEACHER'S EDITION

#### Chapter 3 Craft and Structure: Literary Texts

- Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83

#### Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179

## DIGITAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p><b>EXPRESSION   WRITING</b></p> <p>13. Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.</p>	<p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practic                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>• Planning and Research   <ul style="list-style-type: none"> <li>• Find supporting evidence (reliable websites)</li> </ul> </li> <li>◦ Researching Your Topic (print and online)</li> </ul> </li> <li>◦ Step 3: Revising                                     <ul style="list-style-type: none"> <li>◦ Using a computer—p. 6</li> </ul> </li> <li>◦ Step 4: Editing                                     <ul style="list-style-type: none"> <li>◦ Using a spelling and grammar checker—p. 8</li> <li>◦ Using Spelling and Grammar Checkers—p. 10</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Digital Integration—pp. 3 and 4</li> </ul> </li> <li>◦ Step 2: Drafting                                     <ul style="list-style-type: none"> <li>◦ Digital Integration (use a word processing program)—pp. 5 and 6</li> </ul> </li> <li>◦ Step 4: Editing                                     <ul style="list-style-type: none"> <li>◦ Digital Integration (use a word processor)—pp. 9 and 10</li> </ul> </li> </ul> </li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>14. Utilize digital tools and/or products to enhance meaning.</p> <p><i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes; social media platforms</i></p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 Publishing Online—TE p. 206</li> <li>• Chapter 8 Publishing Online—TE p. 220</li> <li>• Chapter 9 Creating a Blog—TE p. 234</li> <li>• Chapter 10 Documentary—TE p. 248</li> <li>• Chapter 11 Recording a Debate—TE p. 262</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practic                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Online Publishing and Digital Slide Presentations—p. 11</li> <li>◦ Digital Connection (digital slide presentation)—p. 12</li> </ul> </li> </ul> </li> </ul>
<p><b>EXPRESSION   SPEAKING</b></p> <p>15. Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest</i></p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Use multimedia or 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</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 Investigate (multimedia presentation)—TE p. 179</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 Movie Clips Online—TE p. 143</li> <li>• Chapter 6 Articles Online—TE p. 167</li> <li>• Chapter 7 Publishing Online—TE p. 206</li> <li>• Chapter 8 Publishing Online—TE p. 220</li> <li>• Chapter 9 Creating a Blog—TE p. 234</li> <li>• Chapter 10 Documentary—TE p. 248</li> <li>• Chapter 11 Recording a Debate—TE p. 262</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## DIGITAL LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practic                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Online Publishing and Digital Slide Presentations—p. 11</li> <li>◦ Digital Connection (create animation)—p. 12</li> </ul> </li> </ul> </li> </ul>

## LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</p>	
<p><b>RECEPTION   READING</b></p> <p>16. Examine the use of conventions of standard English grammar and usage in writing.</p>	
<p>a. Identify gerunds, participles, infinitives, and clauses.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Verbals (gerunds, participles, infinities)—p. 200</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Verbals</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Verbals</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Verbals</li> </ul> </li> </ul>
<p>b. Analyze the effects of active and passive voice and shifts in verb tense.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Active Voice and Passive Voice—p. 228</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Active Voice and Passive Voice</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Active Voice and Passive Voice</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Active Voice and Passive Voice</li> </ul> </li> </ul>



## LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>c. Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text.</p>	<p><i>See Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Language: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> </ul>
<p><b>RECEPTION   READING</b></p> <p>17. Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.</p>	
<p>a. Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Ellipses to Indicate Omitted Text—p. 216</li> <li>• Punctuation for Pauses or Breaks (comma, ellipsis, dash)—pp. 217, 258</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Discuss how to use punctuation in a sentence—Chapter 8, TE p. 217</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 4: Editing Tips                     <ul style="list-style-type: none"> <li>◦ Editing Checklist: Mechanics                             <ul style="list-style-type: none"> <li>• Each sentences begins with a capital letter and ends with the correct punctuation mark.</li> <li>• Quotation marks and other punctuation marks are used correctly; no marks are missing.</li> <li>• Commas are used correctly to separate coordinate adjectives, items in a series, and introductory words and phrases from the rest of a sentence.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><i>See also Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>Standard Capitalization, Punctuation, and Spelling—p. 230</li> </ul> <p><i>See also Level F / Grade 6</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>Punctuation of Nonrestrictive/Paranetical Elements—pp. 244–245</li> </ul> <p><i>See also Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>Commas—pp. 167, 208</li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>18. Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately.</p> <p><i>Examples: active/passive voice, diction, syntax</i></p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>Use formal English when appropriate?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 2, 4, 6, 8, 10</b></p> <ul style="list-style-type: none"> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist                 <ul style="list-style-type: none"> <li>Have I established and consistently used appropriately formal English?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>19. Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.</p>	<p><b><u>TEACHER'S EDITION</u></b>  <b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Listeners should listen attentively and ask questions—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</li> </ul> <p><i>continued</i></p>

## LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><i>See also related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Point of View: "To Build a Fire" by Jack London (abridged) (Adventure)—pp. 92-99</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Text Structure: "Controlling Disease Outbreaks" (Science Journal Article)—pp. 116-123</li> <li>Determining Point of View and Purpose: "Seaweed to the Rescue!" (Persuasive Essay)—pp. 124-131</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>20. Produce writing that shows a command of standard English grammar, usage, and mechanics.</p>	
<p>a. Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>Verbals—p. 200</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Language: Verbals</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Verbals</li> </ul> </li> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Verbals</li> </ul> </li> </ul>
<p>b. Compose writing using verbs in active and passive voice to establish mood.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>Active Voice and Passive Voice—p. 228</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Language: Active Voice and Passive Voice</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Active Voice and Passive Voice</li> </ul> </li> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Active Voice and Passive Voice</li> </ul> </li> </ul>
<p>c. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>Punctuation for Pauses or Breaks—p. 217</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (comma or semicolon)—p. 47</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Punctuation for Pauses or Breaks</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Punctuation for Pauses or Breaks</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Punctuation for Pauses and Breaks</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 4: Editing Tips                                     <ul style="list-style-type: none"> <li>◦ Editing Checklist: Mechanics   <ul style="list-style-type: none"> <li>• Each sentences begins with a capital letter and ends with the correct punctuation mark.</li> <li>• Quotation marks and other punctuation marks are used correctly; no marks are missing.</li> <li>• I have used the appropriate punctuation correctly to indicate a pause or break in a sentence or the omission of text.</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>d. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><i>See Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> </ul>
<p>e. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Verb Moods—p. 202</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Verb Moods</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Verb Moods</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Verb Moods</li> </ul> </li> </ul>
<p>f. Recognize and correct inappropriate shifts in verb tense.</p>	<p><i>See Level E / Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Verb Tenses—p. 166</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Verb Tenses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Verb Tenses</li> </ul> </li> </ul>
<p><b>EXPRESSION   SPEAKING</b></p> <p>21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Pages 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</li> </ul> <p><b>Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Using Precise Language—pp. 211, 213, 225, 227</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6</li> </ul> </li> </ul> </li> </ul>

## RESEARCH LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</p>	
<p><b>RECEPTION   READING</b></p> <p>22. Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (primary sources)—p. 53</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (primary sources)—p. 69</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Researching World Literature—TE p. 15</li> <li>• Chapter 2 Primary Sources Online—TE p. 47</li> <li>• Chapter 3 History Online—TE p. 79</li> <li>• Chapter 5 Movie Clips Online—TE p. 143</li> <li>• Chapter 6 Articles Online—TE p. 167</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>23. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Outline             <ul style="list-style-type: none"> <li>◦ Reliable print and online sources—p. 213</li> </ul> </li> </ul> <p><b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model             <ul style="list-style-type: none"> <li>◦ Quotations (credibility)—p. 239</li> <li>◦ Relevant Information—p. 239</li> <li>◦ List of Sources (reliable, trustworthy sources)—p. 240</li> </ul> </li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Primary Sources Online (use trusted sources)—TE p. 47</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 Investigate (use trusted sources)—TE p. 100</li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model             <ul style="list-style-type: none"> <li>◦ Facts and Details (reputable and reliable sources)—TE p. 211</li> </ul> </li> </ul> <p><b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Genre: Research Report             <ul style="list-style-type: none"> <li>◦ Reliable print or digital resources—TE p. 238</li> </ul> </li> <li>• Create: Note-Taking             <ul style="list-style-type: none"> <li>◦ Collecting Sources (recent, trustworthy information)—TE p. 241</li> </ul> </li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Analyzing Sources—TE p. 254</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RESEARCH LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>• Planning and Research   <ul style="list-style-type: none"> <li>• Find Supporting Evidence (reliable sources, quotations)—p. 2</li> </ul> </li> <li>• Researching Your Topic (make sure sources are reliable, accurate, and credible)—p. 4   <ul style="list-style-type: none"> <li>• How to Search</li> <li>• How to Judge</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>24. Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>◦ Distinguish claims that are supported by reasons and evidence from claims that are not?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Chapter 7, TE p. 29; Chapter 8, TE p. 55; Chapter 9, TE p. 81; Chapter 10, TE p. 107; Chapter 11, TE p. 153</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas                                     <ul style="list-style-type: none"> <li>• Ask questions and respond to others’ questions and comments</li> <li>• Explain a speaker’s argument and specific claims</li> <li>• Evaluate the evidence that the speaker provides</li> </ul> </li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Speaking and Listening Presentation: Listening Tips—pp. 11 and 12   <ul style="list-style-type: none"> <li>• Listen thoughtfully and respectfully to the presentation.</li> <li>• Wait for an invitation to ask questions. Then pose questions that invite elaboration from the speaker.</li> <li>• Give constructive feedback in the form of balanced and objective comments about the content and delivery.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RESEARCH LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Listen respectfully to other listeners' questions or comments. Do not interrupt or contradict their comments.</li> <li>• When asking a question, speak clearly and at an appropriate volume so that everyone can hear you.</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.</p> <p><i>Examples: a day or two, a single sitting</i></p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Chapter 10 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 235             <ul style="list-style-type: none"> <li>◦ Conduct a research project.</li> </ul> </li> <li>• Home Connect (ask questions/decide on a topic/gather facts and details from several sources)—p. 236</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 Investigate (conduct online research/share responses)—TE p. 68</li> <li>• Chapter 3 Investigate (research/compare poem with historical facts)—TE p. 83</li> <li>• Chapter 3 Investigate (research/use trusted sources/present biographical overview/share with class)—TE p. 100</li> <li>• Chapter 4 Investigate (suggest alternative solutions to problems/create a presentation)—TE p. 132</li> <li>• Chapter 5 Investigate (research claims for raw milk/debate the issue)—TE p. 171</li> <li>• Chapter 6 Investigate (research clean energy/make a presentation)—TE p. 179</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Researching World Literature—TE p. 15</li> <li>• Chapter 2 Primary Sources Online—TE p. 47</li> <li>• Chapter 3 History Online—TE p. 79</li> <li>• Chapter 4 Public Libraries and 3-D Printers—TE p. 111</li> <li>• Chapter 5 Movie Clips Online—TE p. 143</li> <li>• Chapter 6 Articles Online—TE p. 167</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                 <ul style="list-style-type: none"> <li>◦ Why am I writing?/What is my purpose? (answer questions that came up during planning and research)—p. 2</li> <li>◦ Researching Your Topic—p. 4</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                 <ul style="list-style-type: none"> <li>◦ Assignment/Genre (share information gathered from several sources)—pp. 1 and 2</li> </ul> </li> </ul> </li> </ul>



## RESEARCH LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p><b>EXPRESSION   WRITING</b></p> <p>26. Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.</p> <p><i>Example: MLA, APA</i></p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Ellipses to Indicate Omitted Text (helpful when citing a partial quotation)—p. 216</li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>Evidence (quotations and reference information)—p. 225</li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Paraphrasing and giving credit—p. 239</li> <li>Quotations—p. 239</li> <li>List of Sources—p. 240</li> <li>Taking notes (record source/summarize or paraphrase information)—p. 241</li> <li>Assignment (paraphrase and quote relevant source information properly)—p. 248</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>Research Report (collecting reliable print or digital resources/ direct quotations/sources clearly cited)—TE p. 238</li> </ul> <p><b>Create: Note-Taking</b></p> <ul style="list-style-type: none"> <li>Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 241</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>Paraphrase the explanations—TE p. 230</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Step 1: Planning                     <ul style="list-style-type: none"> <li>Researching Your Topic—p. 4                             <ul style="list-style-type: none"> <li>Where to Look</li> <li>How to Search</li> <li>How to Judge</li> <li>How to Take Notes</li> <li>How to Cite Sources</li> </ul> </li> <li>Digital Tip</li> </ul> </li> <li>Step 4: Editing Tips                     <ul style="list-style-type: none"> <li>Using Quotations (avoid plagiarism)</li> <li>Citing Sources</li> </ul> </li> </ul> </li> <li>Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>Step 1: Planning—pp. 3 and 4                     <ul style="list-style-type: none"> <li>Finding Supporting Evidence</li> <li>Researching Your Topic</li> <li>Digital Integration</li> <li>Support English Language Learners</li> </ul> </li> </ul> </li> </ul>

## RESEARCH LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p><b>EXPRESSION   SPEAKING</b></p> <p>27. Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Investigate (write summaries/note cultures)—TE p. 27</li> <li>• Chapter 2 Investigate (evaluate/compare summaries)—TE p. 59</li> <li>• Chapter 2 Investigate (conduct online research/share responses)—TE p. 68</li> <li>• Chapter 3 Investigate (research/compare poem with historical facts)—TE p. 83</li> <li>• Chapter 3 Investigate (research/use trusted sources/present biographical overview/share with class)—TE p. 100</li> <li>• Chapter 4 Investigate (suggest alternative solutions to problems/create a presentation)—TE p. 132</li> <li>• Chapter 5 Investigate (research claims for raw milk/debate the issue)—TE p. 171</li> <li>• Chapter 6 Investigate (research clean energy/make a presentation)—TE p. 179</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation with claims, supporting facts and details—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</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                     <ul style="list-style-type: none"> <li>◦ Speaking Tips (giving an oral presentation)—p. 12                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

## VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</p>	
<p><b>RECEPTION   READING</b></p> <p>28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools..</p> <p><i>Examples: affixes, stems, Greek and Latin roots</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Context Clues—p. 38</li> <li>Greek and Latin Roots and Affixes—p. 70</li> <li>Figurative Language—p. 102</li> <li>Using Reference Materials: Independent Practice (context clues)—p. 134</li> <li>Word Relationships—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (context clues)—pp. 62, 108</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (context clues)—TE pp. 14, 114, 176</li> </ul> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>Use context clues—TE p. 81</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (use context clues)—TE p. 81</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Context clues—TE p. 134</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Guided Practice (use a dictionary/context clues)—TE p. 158</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Context clues/look up the words in a dictionary—TE pp. 134, 239</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Informational Text Reading Selections</b></p> <ul style="list-style-type: none"> <li>Chapter 2 “American Women and the Right to Vote” (Explanatory Text), pp. 44–51, “American Labor and the Great Depression” (Online Article), pp. 52–59, “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial), pp. 60–67</li> <li>Chapter 4 “Additive Manufacturing” (Science Magazine Article), pp. 108–115, “Controlling Disease Outbreaks” (Science Journal Article), pp. 116–123, “Seaweed to the Rescue!” (Persuasive Essay), pp. 124–131</li> <li>Chapter 6 “Types of Food Preservation: Pasteurization” (Web Article), pp. 164–171, “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech), pp. 172–179, “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece), pp. 180–187</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 2, 4, 6</b></p> <ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 “Fannie Lou Hamer” (Biography); “Shall Not Be Denied” (Narrative Nonfiction); “The War Effort at Home” (Public Service Announcement)</li> <li>○ Chapter 4 “Bird Migration” (Science Journal Article); “Sorry, Pluto” (Editorial); “Friday’s Vote for Our Cycling Future” (Letter to the Editor)</li> <li>○ Chapter 6 “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)</li> </ul> </li> <li>• Assessments: Comprehension Check                             <ul style="list-style-type: none"> <li>○ Chapter 2 “Writing for Reform A Look at the Works of Upton Sinclair” (Biography); “Jane Addams” (Biography); “Principles of Conservation” (Persuasive Text)</li> <li>○ Chapter 4 “Fighting Disease” (Brochure); “Where Are All the Honeybees?” (Expository Nonfiction); “We Must Protect Our Ears” (Opinion Piece)</li> <li>○ Chapter 6 “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)</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech)</li> <li>○ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article)</li> <li>○ Chapter 6 “Radio Waves” (Web Article)/“Don’t Touch That Dial” (Editorial)</li> </ul> </li> </ul>
<p><b>RECEPTION   LISTENING</b></p> <p>30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.</p> <p><i>Examples: classroom discussion, oral presentations, digital formats</i></p>	<p><b>TEACHER’S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions—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</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, pp. 17, 25, 33, Chapter 2, pp. 49, 57, 65, Chapter 3, pp. 81, 89, 97, Chapter 4, pp. 113, 121, 129, Chapter 5, pp. 145, 153, Chapter 6, pp. 169, 177, 185, Chapter 7, p. 204, Chapter 8, p. 218, Chapter 9, p. 232, Chapter 10, p. 246, Chapter 11, p. 260</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 17; Chapter 3, TE p. 97</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>Listening Tips (listen to an oral presentation)—p. 12   <ul style="list-style-type: none"> <li>Pay attention to the presenter so you can focus on the words and ideas.</li> <li>Make connections between what you hear and what you already know.</li> <li>Take notes that include questions to ask or points to make later.</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meanings—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</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Word Relationships—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b>Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Using Precise Words—pp. 197, 199</li> <li>Using Sensory Language—pp. 198, 199</li> </ul> <p><b>Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Using Precise Language—pp. 211, 213</li> <li>Integrating Quotations—pp. 212, 213</li> </ul> <p><b>Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>Using Transitions to Connect Ideas—pp. 225, 227</li> <li>Using Precise Language—pp. 225, 227</li> </ul> <p><b>Write Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>Including words, phrases, and clauses that clarify ideas and connect them to other ideas and information—pp. 253, 255</li> </ul>

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<p><b>EXPRESSION   SPEAKING</b></p> <p>32. Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication .</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Word Relationships—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Step 3: Revising                     <ul style="list-style-type: none"> <li>Word Choice—p. 6                             <ul style="list-style-type: none"> <li>Have I used specialized terms correctly and checked their definitions?</li> <li>Have I provided definitions for terms that readers might not know?</li> </ul> </li> </ul> </li> </ul> </li> </ul>