The Saskatchewan Curriculum Correlation for Scholastic's *Stepping Up with Literacy Place* (Grade 8 – 6 UNITS)

English Language Arts ***Comprehend and Respond (CR)***	
OUTCOMES By the end of grade 8, students will:	
CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).	Inquiry Unit: The Big Picture Book Club Units: Future Worlds Stand Up for Human Rights!
CR8.2 Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.	All Inquiry Units All Book Club Units
CR8.3 Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.	Inquiry Units: Mixed Messages pages 26-28, 30-34, 37, 40, 45, 49, 52-53, 55, 57 Surviving Extremes pages 22-23, 25, 28-29, 34, 36, 39, 42-44, 48-49, 51-52, 55-56, 67-68, 73 The Big Picture pages 23, 25, 28, 31-33, 40, 44, 46, 49-50, 55 Book Club Units: Future Worlds pages 16, 25-26, 60 Spies Around Us pages 17-18, 20, 22-23, 29-34, 55-57 Stand Up for Human Rights!
CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.	All Inquiry Units All Book Club Units
CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.	Inquiry Units: Mixed Messages pages 23-24, 26-28, 31, 33 Surviving Extremes pages 25-27, 68 The Big Picture page 34 All Book Club Units
CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the	All Inquiry Units All Book Club Units

purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.	
CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.	Program and Planning Guide pages 15, 54, 61 Inquiry Units: Mixed Messages pages 37-60 Surviving Extremes pages 34-62 The Big Picture pages 39-58 All Book Club Units
CR8.8 Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression.	Program and Planning Guide pages 15, 54, 61
English Language Arts ***Compose and Create (CC)***	
OUTCOMES By the end of grade 8, students will:	
CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One's Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).	Inquiry Units: Mixed Messages pages 63-78 The Big Picture pages 61-69 Book Club Units: Spies Around Us pages 64-75 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.	Inquiry Unit: Mixed Messages pages 75-78 Book Club Unit: Stand Up for Human Rights!: Final Project; Text-Type Writing Study
CC8.3 Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.	Program and Planning Guide pages 160-161 Inquiry Units: Mixed Messages pages 63-78, 82-83 Surviving Extremes pages 73-82, 84 The Big Picture pages 61-69, 71 Book Club Units: Future Worlds pages 65-74, 77 Spies Around Us pages 64-75, 78 Stand Up for Human Rights!: Text-Type Writing Study; Digital Story Outline; Digital Story-Planning for the Storyboard; Storyboard Organizer The Writer's Handbook
CC8.4 Use pragmatic (e.g., use appropriate language register), textual (e.g., use artistic devices such as figurative language), syntactical (e.g., combine sentences to form compound and complex sentences for variety, interest, and effect), semantic/lexical/ morphological (e.g., use words to capture a particular aspect of	Inquiry Units: Mixed Messages pages 64-65, 70, 72-75, 79-81 Surviving Extremes pages 78-83 The Big Picture pages 62, 66-70 Book Club Units: Future Worlds pages 70-72, 75-76

meaning), graphophonic (e.g., correctly pronounce words with proper emphasis), and other cues (e.g, arrange and balance words and visuals as well as fonts) to construct and to communicate meaning.	Spies Around Us pages 65, 71-74, 76-77 Stand Up for Human Rights!: Final Project; Text-Type Writing; Spelling Mini-Lesson The Writer's Handbook pages 15-16, 20-24
CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).	Inquiry Units: Mixed Messages pages 63-78 Surviving Extremes pages 73-82 The Big Picture pages 61-69 Book Club Units: Future Worlds pages 65-74 Spies Around Us pages 64-75 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).	All Inquiry Units All Book Club Units
CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).	All Inquiry Units All Book Club Units
CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.	Inquiry Units: Surviving Extremes pages 73-82 The Big Picture pages 61-69 Book Club Unit: Spies Around Us pages 64-75
CC8.9 Experiment with a variety of text forms (e.g., Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).	Inquiry Units: Mixed Messages pages 63-78 Surviving Extremes pages 73-82 The Big Picture pages 61-69 Book Club Units: Future Worlds pages 65-74 Spies Around Us pages 64-75 Stand Up for Human Rights!: Final Project; Text-Type Writing Study
English Language Arts ***Assess and Reflect on Language Abilities (AR)***	
OUTCOMES By the end of grade 8, students will:	
AR8.1 Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.	Program and Planning Guide pages 77-85 Inquiry Units: Mixed Messages pages 84-85 Surviving Extremes pages 85-86 The Big Picture pages 72-73

	Book Club Units: Future Worlds pages 78-87 Spies Around Us pages 79-87 Stand Up for Human Rights!: Final Project; Book Club Self-Assessment (Student); Comprehension Assessment for Book Clubs (Student);; Reader Response: What's the Issue? Self-Assessment (Student); Self-Assessment of Group Final Project: Dramatized News Story (Students); Assessing the Characteristics of My Digital Story (Student); Unit Wrap-Up Lesson
AR8.2 Appraise own and others' work for clarity, correctness, and variety.	Program and Planning Guide pages 82, 85-86, 160-161 Inquiry Units: Mixed Messages pages 70, 74-75, 78, 85 Surviving Extremes pages 80-82, 86 The Big Picture pages 64, 67, 69, 73 Book Club Units: Future Worlds pages 64, 69, 74, 79, 87-88 Spies Around Us pages 63, 70, 73, 75, 79, 87-88 Stand Up for Human Rights!: Reader Response: What's the Issue? Self-Assessment (Student); Final Project; Self-Assessment of Group Final Project: Dramatized News Story (Students); Assessing the Characteristics of My Digital Story (Student)