# The Art of Loving Well

**ENGLISH LANGUAGE ARTS STANDARDS**  
**READING: LITERATURE - Grade 8**

| **Key Ideas and Details** | **8.1** All 41 literary selections in The Art of Loving Well  
**8.2** All 41 literary selections in the anthology  
| **Craft and Structure** | **8.4** The art of “text crawling” is covered in The Art of Loving Well Teacher Guide, in theory on p. 6 and specifically for each of the subsequent literary selections; note “Opening Day” activity in TG. The Activities for the following stories contain specific lessons on vocabulary: A & P, President Cleveland, A Distant Bell, Welcome, Cinderella, What Means Switch, Makeover of Meredith Kaplan, Love Poem, Up on Fong Mountain, The Elephant Is Slow to Mate, Ozzie and Harriet, Beyond What, The Birthday Party, Shakespeare’s Sonnet 130, Experiences in a Concentration Camp  
**8.5** Cinderella (Perault) and Cinderella (Brothers Grimm); A & P and A Distant Bell (Activity C, p. 65)  
**8.6** President Cleveland, Sixteen, Welcome, Too Early Spring, Appointment with Love |
| **Integration of Knowledge and Ideas** | **8.7** Compare Disney DVDs with Little Briar-rose and Cinderella  
**8.8** N/A  
**8.9** Teacher Guide: Little Briar-rose, A&P, Cinderella, Beauty and the Beast, Cupid and Psyche, Here Comes the Bride p. 332 |
| **Range of Reading and Level of Text Complexity** | **8.10** “Once Upon a Time” Introduction to The Art of Loving Well Teacher Guide, pp 1-5. |
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ENGLISH LANGUAGE ARTS STANDARDS
LANGUAGE - Grade 8

| Conventions of Standard English | L.8.1 Walter Lippmann, pp. 199-200; Experiences in a Concentration Camp  
L.8.2 Because *Loving Well* focuses on relationship skills, students learn the value of finely honed communication skills. They see vicariously through characters and stories as well as in daily classroom interactions that effective use of language is empowering in every dimension of our lives. Activities throughout the text provide practice in word choice, tone, pursuing topics persistently in depth with ever refined questioning and understanding.  
(e.g. Lights, Camera, Action! P, 48; A Distant Bell)  
Sentence and paragraph structure—including subordination and emphasis, punctuation, verb tense, active and passive voice—determine outcomes. Opportunities and careers are influenced by our degree of literacy. |

| Knowledge of Language | L.8.3 One of the most distinctive features of *The Art of Loving Well* is that the entire curriculum is literature-based. This 341-page text contains 41 stylistically diverse literary selections by acclaimed authors as models for analysis and student writing. Teachers are coached to help students “text-crawl,” i.e. to reread, dissect, and emulate individual paragraphs, sentences, and vocabulary choices. The analysis of good literature is among the best ways to inspire appreciation for and skillful use of language.  
(e.g. Early Loves and Losses Finale, p. 94) |

| Vocabulary Acquisition and Use | L.8.4 Vocabulary lessons are appended to 20 literary selections and activities that focus on refining dialogue for clearer understanding and to more successful outcomes. Opening Day in Teacher Guide, pp. 7 - 8  
The eight poems included in the anthology--Ancestor, Student Poetry, Sonnet 130, Love Poem, The Elephant Is Slow to Mate, Beyond What, and Alone—focus particularly intently on the power of word choice, context, nuance, connotation, and figures of speech to convey meaning and emotion. |
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**ENGLISH LANGUAGE ARTS STANDARDS**  
**SPEAKING AND LISTENING - Grade 8**

| Comprehension and Collaboration | SL.8.1 Among the most fundamental and comprehensive goals of the entire Art of Loving Well curriculum is teaching students to “Engage effectively in a range of collaborative discussions with diverse partners on related topics, texts, and issues, building on others’ ideas and expressing their own clearly” including classmates, friends, teachers, parents, and other influential adults in their lives. Class discussion topics appended to each of the 41 literary selections are designed to comply with the specified core standards. The Art of Loving Well Teacher Guide provides best practices and detailed coaching for ways to maximizing each lesson.  
**SL.8.2** Truth in Advertising, p. 24; Ozzie and Harriet activity, “Television Then and Now,” p. 287  
**SL.8.3** A&P, p. 2 of TG, talk show activity |
| Presentation of Knowledge and Ideas | W.8.4 In addition to other oral presentations, role-playing activities provide practice in appropriate eye-contact, volume, pronunciation, and body language, and choice of appropriate language. A&P in Teacher Guide, Additional Activities, p. 11  
**W.8.5** Can be incorporated into Cinderella research project, p. 24 in Teacher Guide; The Secret to Our Success, p. 315; If Only, TG p. 11 “songs about loss” activity; Ancestor in TG, Art Activity, p. 14; Scale of Maturity, p. 152; The Elephant Is Slow to Mate, TG board game activity, p. 35  

TG = Teacher Guide
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## ENGLISH LANGUAGE ARTS STANDARDS

### WRITING - Grade 8

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<tr>
<th>Text Types and Purposes</th>
<th>W.8.1 Ancestor, pp. 44-45; Welcome, p. 76; Makeover of Meredith Kaplan, p. 167; Alone, p. 307; 20 vocabulary building activities drawn from literary selections</th>
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<td>W.8.2 The TV Teen, p. 83; Television Then and Now, p. 287; Funeral Plans, p.304; Till Death Do Us Part, p. 310; Final Class Activity, p. 332</td>
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<td>W.8.3 Love at First Sight? p. 23; Author’s Introduction, pp. 25-6; If Only, p. 41; As Time Goes By, p. 47; City of Trembling Leaves, p. 122; Sixteen, p. 129; Makeover of Meredith Kaplan, p. 167; Up on Fong Mountain (Instant Replay), pp. 220-221; Ben’s Story, p. 239; Crystal Ball, p. 270</td>
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<th>Production and Distribution of Writing</th>
<th>W.8.4 The anthology activities contain 24 specific writing assignments that collectively cover all the grade-specific expectations for writing types, e.g. The TV Teen, p. 83; Makeover of Meredith Kaplan, p. 167</th>
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<td>W.8.5 Lights, Camera, Action! p. 48; Loves Little Instruction Booklet, p. 332</td>
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<td>W.8.6 Loves Little Instruction Booklet, p. 332; Ozzie and Harriet (Additional Group Activities), TG</td>
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<th>Research to Build and Present Knowledge</th>
<th>W.8.7 Cinderella Research TG, p.24, With This Ring, p. 304</th>
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<td>W.8.8 With This Ring, p. 304; Till Death Do Us Part, p. 310</td>
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<td>W.8.9 Fifteen, Experiences in a Concentration Camp; see Bibliography, p. 57 of Teacher Guide</td>
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| Range of Writing | W.8.10 Introduction to Art of Loving Well Teacher Guide, p. 2; Journal Writing, TG p. 8, “If Only,” TG p. 13, Till Death Do Us Part, p. 310; (Inherent in dozens of activities throughout the anthology) |

TG = The Art of Loving Well Teacher Guide
# The Art of Loving Well

**ENGLISH LANGUAGE ARTS STANDARDS**  
**READING: INFORMATIONAL TEXT -- Grade 8**

| Key Ideas and Details | RI.8.1 Preface to *The Art of Loving Well*, Fifteen, Experiences in a Concentration Camp  
| RI.8.2 Part I: Early Loves and Losses, Part 2: Romance, Part 3: Commitment and Marriage  
| Love’s Little Instruction Book activity on p.332  
| RI.8.3 N/A  
|  
| Craft and Structure | RI.8.4 A&P, Author’s Introduction to Presidentt Cleveland  
| Where Are You? and Falling in Love assignment, pp. 25-37  
| Compare Shakespeare’s Sonnet 130 and Nims’s Love Poem, pp. 168-171  
| RI.8.5 Walter Lippmann’s Reading Challenge, p. 199  
| RI.8.6 Fifteen, Experiences in a Concentration Camp  
|  
| Integration of Knowledge And Ideas | RI.8.7 N/A  
| RI.8.8 Ben’s Story and Judy’s Story  
| RI.8.9 N/A  
|  
| Range of Reading and Level of Text Complexity | RI.8.10 N/A |