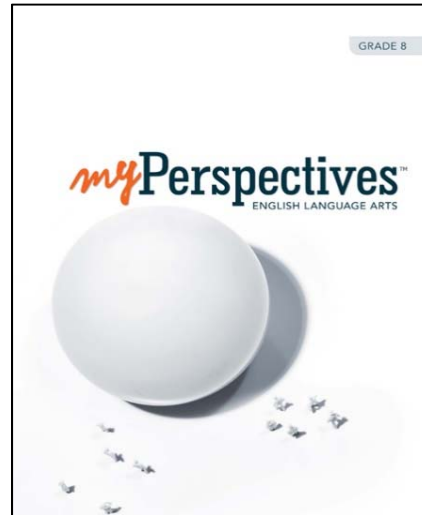


A Correlation of



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To the

Virginia 2017 English Standards of Learning and Curriculum Framework Grade 8 Reading



2018 English Language Arts Textbook Approval Publisher Correlation Chart
 Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 8 Reading

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives English Language Arts, Grade 8

Publisher: Pearson Education, Inc.

Contact: Doug Pond

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DATE: May 14, 2018

Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

SOL 8.4

STANDARD 8.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.	ATE: 54D, 62, 272, 292, 314, 382, 403, 506
a) Identify and analyze the construction and impact of an author’s use of figurative language.	ATE: 56, 64, 69, 167, 232, 472, 506, 514

STANDARD 8.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	ATE: 44, 54, 66, 222, 422, 491, 494, 510
c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.	ATE: 24, 190, 212, 222, 272, 292, 474, 516
d) Identify the meaning of common idioms.	ATE: 48, 56, 215, 290, 317, 400C, 401, 468
e) Use word-reference materials to determine meanings and etymology.	ATE: 51, 72, 190, 222, 314, 422, 491, 516
f) Discriminate between connotative and denotative meanings and interpret the connotation.	ATE: 51, 311, 494D, 500, 501, 505, 511 CT: myPerspectives Plus: Resources: Author's Style: Denotation and Connotation
g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	ATE: 230, 259, 306, 310, 345, 343, 441, 488

SOL 8.5

STANDARD 8.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.	ATE: 63, 73, 153, 381, 423, 457, 505, 506
a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.	ATE: 51, 57, 73, 107, 189, 381, 459, 497
b) Identify cause and effect relationships and their impact on plot.	ATE: 111, 125, 149, 153, 365, 379, 459 CT: myPerspectives Plus: Reading Skills and Literary Analysis: Cause and Effect: Historical Event
c) Explain the development of the theme(s).	ATE: 21, 63, 68, 73, 381, 350D, 463, 495
d) Explain the use of symbols and figurative language.	ATE: 20, 23, 64, 69, 232, 473, 506, 514
e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.	ATE: 22, 67, 138, 173, 189, 358, 380, 388
f) Identify and analyze characteristics within a variety of genres.	ATE: 63, 153, 181, 189, 381, 388, 423, 459

STANDARD 8.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
g) Compare/contrast details in literary and informational nonfiction texts.	ATE: 32–33, 80–81, 200–201, 294–295, 388–389, 416, 430–431, 508–509
h) Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	ATE: 23, 55, 63, 119, 153, 420, 423, 506
i) Compare and contrast authors’ styles.	ATE: 63, 65, 388–389, 416, 423, 508, 528–529 CT: myPerspectives Plus: Comparison-and-contrast Essay: “Flowers for Algernon” and <i>from</i> Flowers for Algernon
j) Use reading strategies to monitor comprehension throughout the reading process.	ATE: 71, 73, 151, 152, 380, 381, 472, 473

SOL 8.6

STANDARD 8.6	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.	ATE: 218, 219, 225, 227, 269, 271, 407, 409
a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	ATE: 92, 258, 283, 321, 380, 409, 473, 492
b) Apply knowledge of text features and organizational patterns to analyze selections.	ATE: 92, 266, 283, 321, 380, 409, 473, 492
c) Skim materials to develop an overview or locate information.	ATE: 80, 222, 264, 306, 323, 464, 509, 510
d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	ATE: 227, 265, 271, 280, 288, 402, 405, 489
e) Analyze the author’s qualifications, viewpoint, word choice, and impact.	ATE: 227, 265, 283, 291, 294, 321, 409, 517
f) Analyze details for relevance and accuracy.	ATE: 218, 226, 270, 282, 290, 310, 320, 489

STANDARD 8.6	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
g) Differentiate between fact and opinion.	ATE: 92, 193, 229, 282, 283, 286–290, 291 CT: myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
h) Identify the main idea.	ATE: 215, 219, 225, 286, 344, 409, 427, 489
i) Summarize the text identifying supporting details.	ATE: 31, 49, 94, 260, 309, 346, 444, 515
j) Identify cause and effect relationships.	ATE: 247, 277, 333, 431, 462, 473, 492, 529
k) Evaluate, organize, and synthesize information for use in written and other formats.	ATE: 21, 75, 187, 241, 313, 379, 411, 523
l) Analyze ideas within and between selections providing textual evidence.	ATE: 32–33, 200–201, 270, 282, 290, 294–295, 388–389, 508–509
m) Use reading strategies to monitor comprehension throughout the reading process.	ATE: 49, 50, 217, 219, 225, 227, 281, 283

Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

Additional Criteria: Instructional Planning and Support	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	ATE: T6–T15, T36–T45, 2–3, 88–89, 96–97, 244–245, 340–341, 342
2. The textbook is organized appropriately within and among units of study.	ATE: T6–T15, 10–11, 80A–80E, 88–89, 90, 244–245, 262–263, 330–331
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	ATE: 12A–12D, 22, 25, 44, 76–77, 276, 294–295, 306A–306D
4. The writing style, syntax, and vocabulary are appropriate.	ATE: 28B, 44C, 91, 98C, 212C, 257, 264C, 264
5. Sufficient instructional strategies are provided to promote depth of understanding.	ATE: T6–T15, T36–T45, 2–3, 88–89, 96–97, 244–245, 340–341, 342