

## A Correlation of



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To the

# Virginia 2017 English Standards of Learning and Curriculum Framework Grade 8 Writing



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

**Publisher Information**

Directions: Please complete the requested information below.

**Text Title:** myPerspectives English Language Arts, Grade 8

**Publisher:** Pearson Education, Inc.

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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 8.7**

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| <b>STANDARD 8.7</b>  | <b>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> |
| 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. | <b>ATE:</b> 34–39, 200–201, 202–207, 296–301, 388–389, 390–395, 478–483, 508–509   |
| a) Engage in writing as a recursive process.   | <b>ATE:</b> 32–33, 200–201, 202–207, 294–295, 296–301, 388–389, 390–395, 478–483   |
| b) Choose intended audience and purpose.   | <b>ATE:</b> 296, 297, 298, 300, 392, 394, 478, 523   |

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| c) Use prewriting strategies to generate and organize ideas.   | <b>ATE:</b> 32, 200, 203, 294, 297, 388, 391, 479  |
| d) Organize writing structure to fit form or topic.  | <b>ATE:</b> 32–33, 34–39, 193, 294–295, 296–301, 323, 200–201, 202–207, 388–389  |
| e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.   | <b>ATE:</b> 36, 204, 298, 300, 392, 394, 480, 482  |
| f) Compose a thesis statement for persuasive writing that advocates a position.                            | <b>ATE:</b> 274, 336, 296, 297, 476, 478, 479, 532   |
| g) Clearly state and defend a position with reasons and evidence, from credible sources.                   | <b>ATE:</b> 241, 243, 296–301, 313, 335, 476, 478–483, 531   |
| h) Identify a counterclaim and provide a counter - argument.   | <b>ATE:</b> 202, 204, 296, 297, 298, 301, 335, 479   |
| i) Distinguish between fact and opinion to support a position.   | <b>ATE:</b> 193, 241, 283, 291, 294, 297, 444, 479   |
| j) Organize information to provide elaboration and unity.  | <b>ATE:</b> 38, 204, 206, 298, 300, 394, 479, 482  |
| k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.                   | <b>ATE:</b> 203, 206, 295, 391, 392, 394, 480, 509   |
| l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. | <b>ATE:</b> 38, 205, 206, 300, 389, 394, 482, 509  |

## ***SOL 8.8***

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| <b>STANDARD 8.8</b>   | <b>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> |
| 8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | <b>ATE:</b> 39, 207, 295, 301, 389, 395, 483, 509  |
| a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.   | <b>ATE:</b> 37, 220, 293, 298, 389, 394, 481, R58  |
| b) Correctly use pronouns in prepositional phrases with compound objects.   | <b>ATE:</b> 273, 285, 299, 301, 383, 410, R57<br><b>CT:</b> myPerspectives Plus: Resources: Grammar Resources: Phrases: Prepositions and Prepositional   |
| c) Use a variety of sentence structures to infuse sentence variety in writing.  | <b>ATE:</b> 37, 205, 293, 299, 424, 461, 481, R58  |
| d) Maintain consistent verb tense across paragraphs.  | <b>ATE:</b> 52, 122, 165, 178, 191, 206, 228, R60  |
| e) Use comparative and superlative degrees in adverbs and adjectives.   | <b>ATE:</b> 501, 507, R60<br><b>CT:</b> myPerspectives Plus: Resources: Grammar Resources: Phrases: Comparative and Superlative Forms  |
| f) Use quotation marks with dialogue and direct quotations.   | <b>ATE:</b> 35, 39, 203, 207, 313, 327, 479, R30   |
| g) Use correct spelling for frequently used words.  | <b>ATE:</b> 39, 272, 284, 299, 475, 481, 483, 509  |

## **SOL 8.9**

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| <b>STANDARD 8.9</b>   | <b>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> |
| 8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.  | <b>ATE:</b> 53, 75, 207, 241, 313, 395, 411, 523   |
| a) Formulate and revise questions about a research topic.   | <b>ATE:</b> 239, 269, 281, 346, 379, 471, 515, R24   |
| b) Collect and synthesize information from multiple sources.  | <b>ATE:</b> 53, 75, 241, 313, 411, 346, 523, R24–R33   |
| c) Evaluate and analyze the validity and credibility of resources.  | <b>ATE:</b> 75, 241, 313, 335, 426, 433, 531, R25  |
| d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. | <b>ATE:</b> 75, 241, 313, 335, 426, 433, 531, R25  |
| e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.                                | <b>ATE:</b> 75, 241, 479, R27, R30, R32–R33, R34<br><b>CT:</b> myPerspectives Plus: Resources: Plagiarism Checker  |
| f) Quote, summarize and paraphrase research findings.   | <b>ATE:</b> 75, 241, 313, 411, 479, 523, R27, R30  |

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| <b>STANDARD 8.9</b>   | <b>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> |
| g) Publish findings and respond to feedback.  | <b>ATE:</b> 53, 75, 207, 241, 313, 395, 411, 523   |
| h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | <b>ATE:</b> 75, 241, 479, R27, R30, R32–R33, R34<br><b>CT:</b> myPerspectives Plus: Resources: Plagiarism Checker  |
| i) Demonstrate ethical use of the Internet.   | <b>ATE:</b> 53, 75, 128, 241, 243, 411, 523, R25   |

## 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.

| <b>Additional Criteria: Instructional Planning and Support</b>  | <b>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> |
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| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | <b>ATE:</b> 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.   | <b>ATE:</b> 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.                             | <b>ATE:</b> 12A–12D, 22, 25, 44, 76–77, 276, 294–295, 306A–306D  |
| 4. The writing style, syntax, and vocabulary are appropriate.   | <b>ATE:</b> 28B, 44C, 91, 98C, 212C, 257, 264C, 264  |
| 5. Sufficient instructional strategies are provided to promote depth of understanding.  | <b>ATE:</b> T6–T15, T36–T45, 2–3, 88–89, 96–97, 244–245, 340–341, 342  |