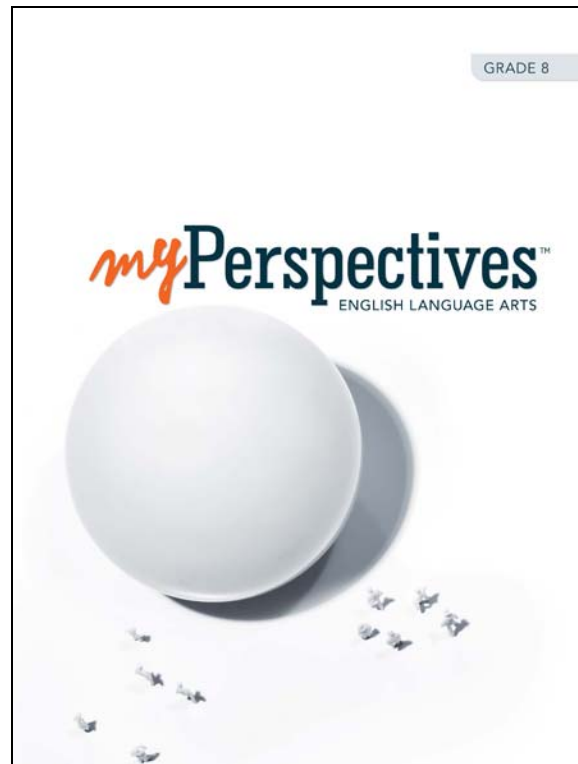


A Correlation of



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To the

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Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity and page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Grade-Level Standards for Reading Literature	
Grade 8	
Key Ideas and Details	
<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Cite Textual Evidence, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505; Analyze the Media, 387; Draw Conclusions, 22, 380; Make Inferences, 23</p> <p>TE only: Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236, 351 366, 385, 419, 452, 497, 499</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> Common Core Companion, 1–2, 9</p>
<p>RL.8.2 Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i>. • Determine a <i>theme</i> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. 	<p>SE/TE: Comprehension: Notebook (summary), 21, 457; Analyze Craft and Structure: Analyze Theme, 63, 73; Determining Theme, 381; Small-Group Performance Task: Present an Informative Multimedia Presentation, 426–427; Reflect, 248; Critical Review, 462; Speaking and Listening: Class Discussion, 463; Notebook, 71</p> <p>TE only: Author’s Perspective, 24, 42; Analyze Setting, 67; Small-Group Reading, 68, 316, 495; Analyze Dialogue, 124; Challenge, 421; Writing a Summary, 430</p> <p><u>Additional Resources</u> Common Core Companion, 15–16, 22</p>

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RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<p>SE/TE: Comprehension: Notebook, 71; Analyze Craft and Structure: Analyze Dialogue, 153; Character’s Motivation, 189; Close Read, 373, 458; First Read Fiction, 449;</p> <p>TE only: Analyze Dialogue, 124; Analyze Setting, 67; Small-Group Reading, 68; Personalize for Learning, 74; Plot, 125; Writing a Summary, 430</p> <p><u>Additional Resources</u> Common Core Companion, 28–29, 35</p>
Craft and Structure	
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or <i>tone</i> , including analogies or allusions to other texts when applicable.	<p>SE/TE: Symbolism, 23; Author’s Style, 64; Descriptive Writing, 321; Determine Figurative Meaning: Sound Devices, 423; Language Development, 422; Determine Figurative Meaning: Sound Devices, 423; Analyze Word Choice: Figurative Language, 506; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505</p> <p>TE only: Figurative Language, 69, 167, 385</p> <p><u>Additional Resources</u> Common Core Companion, 41–42, 48</p>
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p>SE/TE: Writing to Compare: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; Analyze Craft and Structure: Forms of Poetry, 63; Writing to Compare: “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388–389; Analyze Craft and Structure: Poetic Structures, 423; Prepare to Compare, 508</p> <p><u>Additional Resources</u> Common Core Companion, 54–55</p>
RL.8.6 Analyze how differences in the points of view and/or <i>perspectives</i> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<p>SE/TE: Writing to Sources, 26; Analyze Craft and Structure: Point of View, 73; Dialogue, 153; Analyze Craft and Structure: Point of View, 381</p> <p>TE only: Analyze Perspective, 351</p> <p><u>Additional Resources</u> Common Core Companion, 61–62</p>

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Integration of Knowledge and Ideas	
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	SE/TE: Writing to Sources: Drama Review, 193; from <i>Flowers for Algernon</i> : Analyze the Text, 387; Writing to Compare, 388–389 <u>Additional Resources</u> Common Core Companion, 68–69
RL.8.8 Not applicable to literature.	Not applicable to literature according to the Arkansas English Language Arts Standards
RL.8.9 Analyze how a modern work of fiction draws on <i>themes</i> , patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.	SE/TE: Analyze Craft and Structure “Flowers for Algernon,” 381; Speaking and Listening: “Uncle Marcos,” 463 <u>Additional Resources</u> Common Core Companion, 75–76
Range of Reading and Level of Text Complexity	
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.	<i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i> SE/TE: First-Read: Literature, 12, 54, 66, 100, 156, 230, 350, 416, 448, 494; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527 TE only: Integrating Trade Books with <i>myPerspectives</i> , T37–T45 (includes titles such as: The House on Mango Street, The Boy in the Striped Pajamas, Ender’s Game, The Time Machine) <u>Literary fiction selections include the following:</u> <i>The Medicine Bag, 12; Hanging Fire/Translating Grandfather’s House, 54; The Setting Sun and the Rolling World, 66; The Diary of Anne Frank, Act I, 100; The Diary of Anne Frank, Act II, 156; from Follow the Rabbit-Proof Fence, 314; Flowers for Algernon, 350; Retort/The People, Yes/Unsuspecting, 416; Uncle Marcos, 448; from The Invention of Everything Else, 494; 25 Years Later, Hubble Sees Beyond a Troubled Start, 510</i>

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Grade-Level Standards for Reading Informational Text	
Key Ideas and Details	
<p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Analyze Craft and Structure: Inferences, 271; Cite Textual Evidence, 50, 62, 218, 226, 227, 270, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 520; Analyze Craft and Structure: Central Idea and Supporting Details, 219 TE only: Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 489, 511, 514, 521</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> Common Core Companion, 90–91, 97</p>
<p>RI.8.2 Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i> of the text. • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. 	<p>SE/TE: Unit Introductions: Summaries, 8, 94, 260, 346, 444; Analyze Craft and Structure: Main Idea and Supporting Details, 219; Central Ideas, 409; Determine Main Idea and Supporting Details, 291; Practice, 283; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286 TE only: Informational Model, 344</p> <p><u>Additional Resources</u> Common Core Companion, 103–104, 110</p>
<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>SE/TE: Analyze Craft and Structure: Characterization in Nonfiction, 271; Analyze Informational Texts: Memoir and Reflective Writing, 409; Present an Informative Multimedia Presentation, 426–427; First Read: Nonfiction, 464; Analyze Text Structure: Text Structure, 473; Analyze Text Structure: Biographical Writing, 492 TE only: Analyze Analogy, 279</p> <p><u>Additional Resources</u> Common Core Companion, 116–117</p>

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Craft and Structure	
<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and <i>tone</i>, including analogies or allusions to other texts when applicable.</p>	<p>SE/TE: Connotation and Denotation, 494; Tone, 51; Word Choice, 220; Persuasive Techniques, 311; Descriptive Writing, 321; Analyze Text Structure: Expository Writing, 473; Determine Author’s Purpose: Diction and Tone, 517; Concept Vocabulary, 50, 54, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 412, 414, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE only: Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p> <p><u>Additional Resources</u> Common Core Companion, 123–124, 130</p>
<p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>SE/TE: Analyze Craft and Structure: Central Idea and Supporting Details, 219; Author’s Style: Parallelism, 317; Descriptive Writing, 321; Analyze Text Structure: Expository Writing, 473; Analyze the Text, 226, 310, 491</p> <p>TE only: Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p> <p><u>Additional Resources</u> Common Core Companion, 136–137</p>
<p>RI.8.6 Determine an author’s <i>point of view</i>, <i>perspective</i>, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>SE/TE: Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Determine Author’s Perspective, 283; Summarize, 291; Point of View, 321; Memoir and Reflective Writing, 409; Determine Author’s Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294</p> <p><u>Additional Resources</u> Common Core Companion, 143–144, 150</p>

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Integration of Knowledge and Ideas	
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i>) to present a particular topic or idea.	SE/TE: Frank Family and World War II Timelines: 194–198; Prepare to Compare, 200; Writing to Compare, 32–33, 200–201; Analyze the Media, 240, 414 <i>Additional Resources</i> Common Core Companion, 156–157
RI.8.8 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SE/TE: Analyze Craft and Structure: Evaluate Author’s Argument, 283; Conflicting Arguments, 291; Writing to Compare, 294–295; Persuasive Techniques, 311; Writing to Sources: Argumentative Essay, 476 TE only: Launch Text: Argument Model, 258, 442 <i>Additional Resources</i> Common Core Companion, 163–164
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	SE/TE: Analyze Craft and Structure: Conflicting Arguments, 291; Writing to Compare, 294–295 <i>Additional Resources</i> Common Core Companion, 170–171

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Range of Reading and Level of Text Complexity	
<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.</p>	<p>SE/TE: <i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read: Nonfiction, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>You Are the Electric Boogaloo/Just Be Yourself, 44; Barrington Irving, Pilot and Educator, 264; Three Cheers for the Nanny State, 276; Soda Ban? What About Personal Choice?, 286; Words Do Not Pay, 306; from Blue Nines and Red Words, 400; The Theory of Multiple Intelligences Infographic, 412; To Fly, 464; Nikola Tesla: The Greatest Inventor of All?, 488</i></p>

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Grade-Level Standards for Writing Standards K-12	
Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	SE/TE: Writing to Compare, 294–295; Whole-Class Performance Task: Write an Argument, 296–300; Write an Argument, 478–482; Writing to Sources: Drama Review, 192; Support an Argument, 274; Critical Review, 462; Argumentative Essay, 476; Write an Argument, 296–301, 478–483; Assessment: Argument, 336, 530; Resources Tool Kit: Argument, R6–R11
W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297; Evaluating Your Draft, 300, 482; Drafting, 300, 480; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476 <i>Additional Resources</i> Common Core Companion, 186–189; Interactive Writing Lessons: Argumentative Writing—Middle School
W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297, 479; Drafting, 300, 480; Writing to Sources: Support an Argument, 274; Critical Review, 462; Writing to Compare: Argument, 295; Writing to Sources: Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509 <i>Additional Resources</i> Common Core Companion, 187–189
W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Drafting, 300; Use Language to Make Connections, 482 Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476 <i>Additional Resources</i> Common Core Companion, 190

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W.8.1.D Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Maintain Formal Style, 300; Evaluating Your Draft, 482; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509</p> <p><u>Additional Resources</u> Common Core Companion, 190</p>
W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 296; Drafting, 298, 480; Evaluating Your Draft, 300, 482; Conclusion, 482; Writing to Sources: Support an Argument, 274; Writing to Compare: Argument, 295; Argumentative Essay, 476; Argumentative Essay, 509</p> <p><u>Additional Resources</u> Common Core Companion, 191</p>
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>SE/TE: Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395; Writing to Compare: Review/Sequence Description, 33; Comparison-and-Contrast Essay, 389; Research: Informational Report, 75; Research Report, 313; Brief Informational Report, 411; Writing to Sources: Informative Journal, 221; Writing to Compare, 508–509; Resources Tool Kit: Informative, R12–R17</p> <p><u>Additional Resources</u> Interactive Writing Lessons: Informative/Explanatory Writing—Middle School</p>

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W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203; Drafting, 204, 392; Revising, 206; Writing to Compare: Essay, 201; Research: Informational Report, 74; Research Report, 313; Deliver a Multimedia Presentation, 242–243, 426–427 <u><i>Additional Resources</i></u> Common Core Companion, 200
W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.	SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391; Drafting, 204; Revising, 206; Research: Informational Report, 74; Research Report, 313; Brief Informational Report, 411; Writing to Compare: Essay About The Time Period, 201; Comparison-and-Contrast Essay, 389; Writing to Sources: Drama Review, 192
W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising Sentences by Combining with Conjunctions, 205; Transitions, 206, 394; Elements of an Explanatory Essay, 202; Writing to Compare: Comparison-and-contrast essay, 389 <u><i>Additional Resources</i></u> Common Core Companion, 200
W.8.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising for Word Choice and Style, 206; Precise, Formal Words, 394; Research: Informational Report, 74; Brief Informational Report, 411 <u><i>Additional Resources</i></u> Common Core Companion, 201

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W.8.2.E Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390 Revising for Word Choice and Style, 206; Precise, Formal Words, 394; Presentation Techniques (formal), 427; Research: Informational Report, 74; Brief Informational Report, 411</p> <p><u>Additional Resources</u> Common Core Companion, 201</p>
W.8.2.F Provide a concluding statement or section that supports the information or explanation presented.	<p>SE/TE: Support Your Conclusion, 201; Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391 Drafting, 204, 392; Draft Strong Introduction and Conclusion, 389; Research: Informational Report, 74</p> <p><u>Additional Resources</u> Common Core Companion, 202</p>
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p>SE/TE: Whole-Class Performance Task: Nonfiction Narrative, 34–39; Writing to Sources: Retelling, 26; Journal Entry, 323; Letter, 323; Nonfiction Narrative, 84; Dialogue, 39; Diary Entry, 220; Resources Tool Kit: Narrative, R18–R23</p> <p>TE only: Write a Poem, 421</p> <p><u>Additional Resources</u> Interactive Writing Lessons: Narrative Writing — Middle School</p>
W.8.3.A Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p>SE/TE: Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Prewriting, 35; Evaluating Your Draft, 38; Journal Entry, 323</p> <p><u>Additional Resources</u> Common Core Companion, 209–212</p>

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W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE/TE: Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Prewriting/Planning, 35; Organize a Sequence of Events, 36; First Draft, 36; Evaluating Your Draft, 38; Journal Entry, 323 <u><i>Additional Resources</i></u> Common Core Companion, 212, 215; Interactive Writing Lessons: Narrative Writing —Middle School
W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	SE/TE: Elements of a Nonfiction Narrative, 34; Language Development: Create Cohesion: Transitions, 37 <u><i>Additional Resources</i></u> Common Core Companion, 213
W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE/TE: Writing to Sources: Retelling, 26; Elements of a Nonfiction Narrative, 34; Precise Language, 38 <u><i>Additional Resources</i></u> Common Core Companion, 209-210, 212; Interactive Writing Lessons: Narrative Writing — Middle School
W.8.3.E Provide a conclusion that reflects on the narrated experiences or events.	SE/TE: Elements of a Nonfiction Narrative, 34; Drafting, 36; Revising, 38 <u><i>Additional Resources</i></u> Common Core Companion, 214

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Production and Distribution of Writing	
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 33, 201, 295, 389, 509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532</p> <p><u>Additional Resources</u> Interactive Writing Lesson: Argumentative Writing-Middle School; Interactive Writing Lesson: Informative / Explanatory Writing-Middle School; Interactive Writing Lesson: Narrative Writing-Middle School; Interactive Writing Lesson: The Writing Process-Middle School</p>
<p>W.8.5 Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 35, 203, 297, 391, 479; Drafting, 36, 204, 298, 392, 480; Revising, 38, 206, 300, 394, 482; Editing/ Proofreading, 39, 207, 301, 395, 483; Publishing and Presenting, 39, 207, 301, 395, 483</p> <p><u>Additional Resources</u> Other Resources: Common Core Companion (all writing lessons focus on the writing process, for examples see: 185–195); Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>

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<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>SE/TE: Writing to Sources: Video Review, 33; Multimedia Presentation, 241; Give Evidence with Media Examples, 76, 242; Publishing and Presenting, 301, 483; Speaking and Listening: Multimedia Presentation, 425; Performance Task: Present an Informative Multimedia Presentation, 426–427 TE only: Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan With Your Group, 242</p> <p><u><i>Additional Resources</i></u> Interactive Writing Lesson: The Writing Process-Middle School; Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Whiteboard Activity: Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School; Interactive Whiteboard Activity: Informative / Explanatory-Middle School</p>
Research to Build and Present Knowledge	
<p>W.8.7 Conduct short or more sustained research projects to answer a question, including a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 TE only: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 252–253, 256; Interactive Research Lesson: Sources and Evidence-Middle School; Research Writing-Middle School</p>

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<p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <ul style="list-style-type: none"> ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation. 	<p>SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p> <p><u>Additional Resources</u> Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School; Common Core Companion, 259–272</p>
<p>W.8.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p>	
<p>W.8.9.A Apply Grade 8 Reading standards to literature.</p>	<p>SE/TE: Drama Review, 193; Practice: Notebook, 381, 459; also see: Writing to Compare, 200–201, 388–389</p> <p><u>Additional Resources</u> Common Core Companion, 273–274</p>
<p>W.8.9.B Apply Grade 8 Reading standards to informational texts.</p>	<p>SE/TE: Practice: Notebook, 283, 291; Writing to Sources: Support an Argument, 274; also see: Writing to Compare, 32–33, 200–201, 294–295, 508–509</p> <p><u>Additional Resources</u> Common Core Companion, 277–278</p>

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Range of Writing	
<p>W.8.10 Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> • research • reflection • revision <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532; Drama Review, 193</p>
Grade-Level Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.8.1 Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led with diverse partners <p>on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>SE/TE: Class Discussion, 463, 477; Debate, 32, 444, 519, 522, 523; Group Discussion, 65, 221, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Prepare to Compare, 32, 200, 294, 388, 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>
<p>SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>SE/TE: Class Discussion, 463, 477; Debate, 32, 444, 519, 522, 523; Group Discussion, 65, 221, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Prepare to Compare, 32, 200, 294, 388, 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>

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<p>SL.8.1.B Follow rules for <i>collegial discussions</i> and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>SE/TE: Group Discussion, 65, 229, 327, 415; Multimedia Presentation, 425, 426; Class Discussion, 463; Preparing for the Debate, 519; Plan With Your Group, 524; Rehearse With Your Group, 525</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>
<p>SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Debate, 519</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>
<p>SL.8.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415; Prepare to Compare, 388; Multimedia Presentation, 426; Debate, 519; Rehearse With Your Group, 427, 525</p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>
<p>SL.8.2 Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SE/TE: Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Speaking and Listening, 32; Deliver a Multimedia Presentation, 242–243</p> <p><u>Additional Resources</u> Common Core Companion, 299–300</p>

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SL.8.3 Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SE/TE: Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 525; Evaluate Discussion Participation, 477; Debate, 32, 519 <i>Additional Resources</i> Common Core Companion, 304–307
Presentation of Knowledge and Ideas	
SL.8.4 Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Write an Informative Speech, 390–395; Speaking and Listening: Monologue, 27; Comparing Video with Text, 32; Visual Presentation, 53; Dramatic Reading, 193; Multimedia Presentation, 425; Presentation, 275, 477, 523; Research: Multimedia Presentation, 241; Reflect on the Unit: 87, 253, 339, 437, 535
SL.8.5 Integrate <i>multimedia</i> and <i>visual displays</i> into presentations to clarify information, strengthen claims and evidence, and add interest.	SE/TE: Performance Task: Present an Informative Multimedia Presentation, 426–427; Performance Task: 76–77, 243, 329; Reflect on the Unit: 87; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523; Informative Presentation, 477

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SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Speaking and Listening, 27, 53, 193, 229, 241, 275, 327, 415, 425, 463, 477, 519; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Small-Group Performance Task: 77, 243, 427
Grade-Level Standards for Language	
Conventions of Standard English	
L.8.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 8 when writing or speaking.	SE/TE: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483; Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Vocabulary and Conventions Connection, 26, 102, 274, 462, 476; Language Development: Conventions, 299, 393, 481; Handbook R54–R62
L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SE/TE: Participial and Infinitive Phrases, 424; Revising to Combine Sentences Using Gerunds And Participles, 481 <u>Additional Resources</u> myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Participle and Participial
L.8.1.B Form and use verbs in the active and passive voice.	SE/TE: Verbs in Active and Passive Voice, 25; Whole-Class Performance Task: Subject-Verb Agreement, 393 <u>Additional Resources</u> Common Core Companion, 329–330; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Active Voice and Passive Voice

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L.8.1.C Form and use verbs in the indicative, imperative, and interrogative mood.	SE/TE: Verbs: Mood, 52, 64, 74; Grammar Handbook, R57 <i>Additional Resources</i> myPerspectives+: Interactive Grammar Practice Lessons—Sentences: Indicative, Imperative, Interrogative, and Exclamatory
L.8.1.D Recognize and correct inappropriate shifts in verb voice.	SE/TE: Verbs: Mood, 52; Grammar Handbook, R57 <i>Additional Resources</i> Common Core Companion, 333–334; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Unnecessary Shifts in Tense, Voice, or Mood
L.8.1.F Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	SE/TE: Clauses, 285, 293; Phrases, 424, 481 <i>Additional Resources</i> Common Core Companion, 327–328
L.8.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.	SE/TE: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483; Revising Sentences by Combining With Conjunctions, 205; Nouns and Pronouns, 273; Clauses, 285; Capitalization, 475; Commas and Semicolons, 493; Dashes and Ellipses, 518; Handbook R54–R62 <i>Additional Resources</i> Common Core Companion, 335–339
L.8.2.B Use an ellipsis to indicate an omission.	SE/TE: Dashes and Ellipses, 518; Grammar Handbook, R64 <i>Additional Resources</i> Common Core Companion, 337–338; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission

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<p>L.8.2.C Use punctuation</p> <ul style="list-style-type: none"> • commas • ellipses • dashes to indicate a pause or break. 	<p>SE/TE: Commas and Semicolons, 493; Dashes and Ellipses, 518; Grammar Handbook, R63–R64</p> <p><i>Additional Resources</i> Common Core Companion, 335–336; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission</p>
<p>L.8.2.D Spell correctly.</p>	<p>SE/TE: Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483</p> <p><i>Additional Resources</i> Common Core Companion, 339–340</p>
Knowledge of Language	
<p>L.8.3 Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.</p>	<p>SE/TE: Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Vocabulary and Conventions Connection, 26, 102, 274, 462, 476; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516</p> <p><i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i></p>
<p>L.8.3.A Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).</p>	<p>SE/TE: Verbs in Active and Passive Voice, 25; also see: Language Development: Conventions, 393</p> <p><i>Additional Resources</i> Common Core Companion, 329–330</p>

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L.8.3.B Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.	SE/TE: Verb Moods, 74 <i>Additional Resources</i> Common Core Companion, 331–332
Vocabulary Acquisition and Use	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.	SE/TE: Word Study: Multiple-Meaning Words, 24, 62, 422, 491; Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516 TE only: Multiple Meaning Words, 99, 418, 423, 472; Author’s Perspective, 345 <i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i> <i>Additional Resources</i> Common Core Companion, 343–350
L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Context Clues, 44, 54, 66, 212, 306, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443 TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500; Word Study, 24; Strategic Support, 118; Vocabulary Development, 162, 494; Unfamiliar Words, 280 <i>Additional Resources</i> Common Core Companion, 343–344
L.8.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	SE/TE: Greek Roots, 72, 272, 292; Latin Root, 292, 516; Greek Suffix, 154; Latin Prefixes, 382; Latin Suffixes, 50, 190, 218, 408, 460; Old English Prefix, 474; Prefixes and Suffixes, 284, 310, 320; Etymology, 505 <i>Additional Resources</i> Common Core Companion, 345–346

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<p>L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>SE/TE: Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 494; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510</p> <p>TE only: Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420</p> <p><u>Additional Resources</u> Common Core Companion, 347–348</p>
<p>L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: Word Study, 24, 50, 62, 190, 218, 491; Context Clues, 306</p> <p>TE only: Personalize for Learning, 118</p> <p><u>Additional Resources</u> Common Core Companion, 349–350</p>
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.</p>	<p>SE/TE: Figurative Meaning: Symbolism, 23; Connotation and Denotation, 494; Synonyms and Antonyms, 24, 50, 66, 416; Concept Vocabulary, 154, 320; Using a Dictionary and Thesaurus, 222, 314; Word Families, 226; Persuasive Techniques and Word Choice, 311; Technical Vocabulary, 488; Media Vocabulary, 230; Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473</p> <p><u>Additional Resources</u> Common Core Companion, 351–355</p>

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L.8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.	<p>SE/TE: Figurative Meaning: Symbolism, 23; Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508</p> <p>TE only: Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232</p> <p><i>Additional Resources</i> Common Core Companion, 351–352</p>
L.8.5.B Use the relationship between particular words to better understand each of the words.	<p>SE/TE: Synonyms and Antonyms, 24, 50, 66, 284, 416; Concept Vocabulary, 154; Using a Dictionary and Thesaurus, 222, 314; Why These Words, 320; Technical Vocabulary, 488; Media Vocabulary, 230</p> <p>TE only: Analyze Analogy, 366; Concept Vocabulary, 47, 214, 215, 224, 317, 318, 501; Vocabulary Development, 70; Archaic Vocabulary, 418, 420</p> <p><i>Additional Resources</i> Common Core Companion, 353–354</p>
L.8.5.C Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., bullheaded, willful, firm, persistent, resolute).	<p>SE/TE: Word Choice, 311; Connotation and Denotation, 494; Analyze Craft and Structure, 51, 227, 517; Word Study, 505</p> <p>TE only: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p> <p><i>Additional Resources</i> Common Core Companion, 355–356</p>

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<p>L.8.6 Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p> <p><i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p> <p><u>Additional Resources</u> Common Core Companion, 357–358</p>