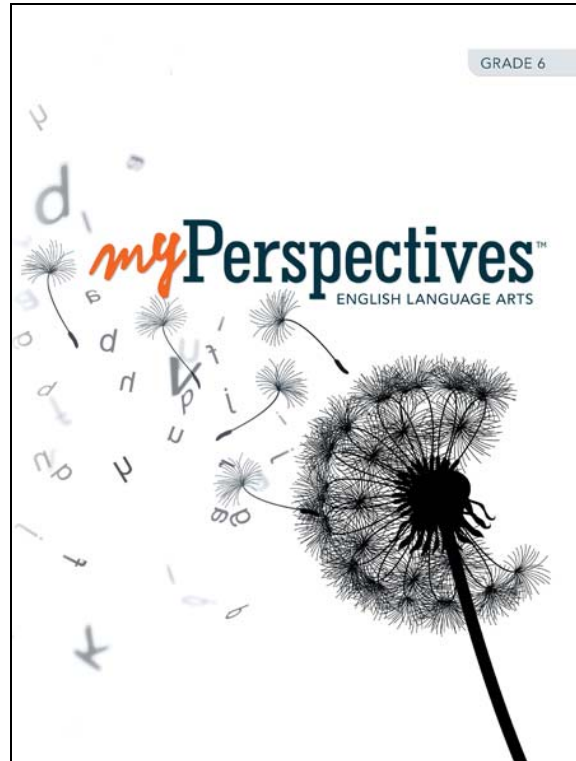


A Correlation of



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To the

Arizona

**College and Career Ready Standards
English Language Arts/Literacy in
History/Social Studies**



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Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of Arizona’s College and Career Ready Standards - English Language Arts/Literacy in History/Social Studies. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by 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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Reading Standards for Literacy in History/Social Studies (RH)	
Key Ideas and Details	
<u>Standards</u>	
Students are expected to:	
<p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>SE/TE: “The War Orphan Who Became a Ballerina,” 57; from <i>Bad Boy</i>, 66; from <i>My Life With the Chimpanzees</i>, 113; “Michaela DePrince: “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449; “To the Top of Everest,” 472</p> <p>TE Only: Cross-Curricular Perspectives, Social Studies, 51; Personalize for Learning: Challenge, Text-to-World Connection, 55</p> <p>Other Resources: <i>Common Core Companion</i>, 90-91, 97-102</p>
<p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>SE/TE: [Central Ideas and Their Development] from <i>Bad Boy</i>, 66; from <i>A Long Way Home</i>, 425; “To the Top of Everest,” 472; [Summary] Unit Introductions, 8, 96, 190, 406; In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383, 470).</p> <p>TE Only: Cross-Curricular Perspectives, Social Studies, 51</p> <p>Other Resources: <i>Common Core Companion</i>, 103-104, 110-115</p>
<p>6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Opportunity to Address: SE/TE: “Declaration of the Rights of the Child,” 42-47</p>

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<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 42, 46; The War Orphan Who Became a Ballerina,” 50, 56; from <i>Bad Boy</i>, 60, 65; from <i>My Life With the Chimpanzees</i>, 100, 114; “Is Our Gain Also Our Loss?,” 248, 252; “The Importance of Imagination,” 380, 384; from <i>A Long Way Home</i>, 410, 426; “Mission Twinpossible,” 444, 448 TE Only: Personalize for Learning: English Language Support, Unfamiliar Words, 52, Colloquialisms, 61, Idioms, 103, 208, 413, 417, Domain-Specific Vocabulary, 419; Vocabulary Development, Domain-Specific Words, 415;</p> <p>Other Resources: <i>Common Core Companion</i>, 123, 124-129</p>
Craft and Structure	
<p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p>	<p>SE/TE: “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51-54, 57; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; from <i>A Long Way Home</i>, 425, 427; “Mission Twinpossible,” 449 TE Only: Personalize for Learning: Strategic Support, Sequence of Events, 50; Facilitating Small-Group Close Reading, CLOSE READ: Blog Post, 249;</p> <p>Other Resources: <i>Common Core Companion</i>, 130, 131-136</p>
<p>6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>SE/TE: from <i>Bad Boy</i>, 66; from <i>My Life With the Chimpanzees</i>, 113; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385 TE Only: Facilitating Small-Group Close Reading, CLOSE READ: Blog Post, 249; Personalize for Learning: English Language Support, Author’s Influences, 385</p> <p>Other Resources: <i>Common Core Companion</i>, 137, 138-143</p>

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Integration of Knowledge and Ideas	
6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>SE/TE: “Monkey Master,” 152–160; “Black Cowboy, Wild Horses,” 171; “The Internet of Things,” 224–227; “Bored ... and Brilliant?,” 259;</p> <p>TE Only: Cross-Curricular Perspectives, Social Studies, 51, 206, 412; Digital Perspectives, Enriching the Text, 108, 414; from <i>A Long Way Home</i>, 429; “To the Top of Everest,” 474–475; from <i>Lewis & Clark</i>, 483</p> <p>Other Resources: <i>Common Core Companion</i>, 144, 145-150, 293–294, 311–312</p>
6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>SE/TE: “Gallery of Calvin and Hobbes,” Research, 31; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 219; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223;</p> <p>TE Only: from <i>A Bad Boy</i>, 60D; Analyze Persuasive Techniques, 208; “The Black Hole of Technology,” 214C</p> <p>Other Resources: <i>Common Core Companion</i>, 103, 151, 152-157</p>
6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223</p> <p>Other Resources: <i>Common Core Companion</i>, 158, 159-164</p>

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<p>Range of Reading and Level of Text Complexity</p>	
<p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 13; “Declaration of the Rights of the Child,” 43; “The Black Hole of Technology,” 215; “Is Our Gain Also Our Loss?,” 249; “To the Top of Everest,” 463</p> <p>Other Resources: <i>Common Core Companion</i>, 165-166; SE/TE: First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51; from <i>Bad Boy</i>, 61; from <i>My Life With the Chimpanzees</i>, 101; “Monkey Master,” 153; “Teens and Technology Share a Future,” 207; “The Internet of Things,” 225; “Bored...and Brilliant? A Challenge to Disconnect From Your Phone,” 257; “The Importance of Imagination,” 381; from <i>A Long Way Home</i>, 411; “BBC Science Club: All About Exploration,” 431; “Mission Twinpossible,” 445; from <i>Lewis & Clark</i>, 477; Independent-Learning Selections (Digital Only): “The Boy Nobody Knew,” “The Girl Who Gets Gifts From Birds,” “Pet Therapy: How Animals and Humans Heal Each Other,” “7-Year-Old Girl Gets New Hand From 3-D Printer,” “Screen Time Can Mess With the Body’s ‘Clock,’” “Teen Researchers Defend Media Multitasking,” “Mars Can Wait. Oceans Can’t.,” from <i>Shipwreck at the Bottom of the World</i>, “The Legacy of Arctic Explorer Matthew Henson,” “Should NASA Pay Companies to Fly Astronauts to the International Space Station?” / “Should Polar Tourism Be Allowed?”</p>

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Writing Standards for Literacy in History/Social Studies (WHST)	
Text Types and Purposes	
<u>Standards</u>	
Students are expected to:	
6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i> .	
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: “Feathered Friend,” 204; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261; <i>from A Long Way Home</i> , 428 Other Resources: <i>Common Core Companion</i> , 177-178
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261; Other Resources: <i>Common Core Companion</i> , 175; <i>Interactive Writing Lessons: Argumentative Writing—Middle School</i>
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 Tasks, 231–232, 438 Other Resources: <i>Common Core Companion</i> , 178
d. Establish and maintain a formal style.	SE/TE: Whole-Class Performance Tasks, 232, 437 Other Resources: <i>Common Core Companion</i> , 178
e. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: <i>from A Long Way Home</i> , 428; Whole-Class Performance Tasks, 230, 436 Other Resources: <i>Common Core Companion</i> , 179

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6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life With the Chimpanzees</i> , 116; “A Blessing” / “Predators,” 150–151; “The Importance of Imagination,” 387; Whole-Class Performance Task, 130 Other Resources: <i>Common Core Companion</i> , 184, 185, 188, 191, 192
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: “Declaration of the Rights of the Child,” 49; “All About Exploration,” 433; “Mission Twinpossible,” 451; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474; Whole-Class Performance Task, 129 Other Resources: <i>Common Core Companion</i> , 184-195
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life With the Chimpanzees</i> , 116; “The Importance of Imagination,” 387; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 475; Whole-Class Performance Task, 132 Other Resources: <i>Common Core Companion</i> , 188, 192
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: from <i>My Life With the Chimpanzees</i> , 116; “The Importance of Imagination,” 387; Whole-Class Performance Task, 132 Other Resources: <i>Common Core Companion</i> , 189
e. Establish and maintain a formal style and objective tone.	SE/TE: Whole-Class Performance Task, 132 Other Resources: <i>Common Core Companion</i> , 189

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f. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Whole-Class Performance Task, 130 Other Resources: <i>Common Core Companion</i> , 190; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School: Learn More: Conclusion
6-8.WHST.3. (See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.	Not applicable as a separate requirement according to Arizona’s College and Career Ready Standards.
Production and Distribution of Writing	
6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: Whole-Class Performance Tasks, 128–132, 228-232, 434–438; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; “To the Top of Everest,” 472 TE Only: Writing to Sources, 204; Author’s Perspective: Jim Cummins, Ph.d., Critical Literacies, Step 4: Creative/Transformative, 239; Word Choice for Style and Tone, Read It, 437 Other Resources: <i>Common Core Companion</i> , 207-213, 275-276, 283-284
6-8.WHST.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SE/TE: “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Tasks, 37, 133, 439 Other Resources: <i>Common Core Companion</i> , 214-226

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6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439 Other Resources: <i>Common Core Companion</i> , 227-233
Research to Build and Present Knowledge	
6-8.WHST.7. Conduct short 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.	SE/TE: “ <i>Black Cowboy, Wild Horses</i> ,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; All About Exploration,” 433; “ <i>Mission Twinpossible</i> ,” 451; from <i>Lewis & Clark</i> , 483 TE Only: Cross-Curricular Perspectives, Humanities, 31; Personalize for Learning, Challenge, Text-to-World Connection, 45, 55, Research, 72, 383; Cross-Curricular Perspectives, Social Studies, 51, 63, 206, 412, 477; Cross-Curricular Perspectives, Art, 57 Other Resources: <i>Common Core Companion</i> , 246, 247-249, 250-252; Interactive Research Lessons: Research Writing-Middle School
6-8.WHST.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE/TE: “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; “Mission Twinpossible,” 451 from <i>Lewis & Clark</i> , 483 TE Only: Cross-Curricular Perspectives, Social Studies, 51, 63; Personalize for Learning: Challenge, Tex-to-World Connection, 55 Other Resources: <i>Common Core Companion</i> , 253-266; Interactive Research Lessons: Research Writing-Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence-Middle School

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<p>6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Internet of Things,” 227; from <i>Lewis & Clark</i>, 483 TE Only: Personalize for Learning: Challenge, Interview, 106</p> <p>Other Resources: <i>Common Core Companion</i>, 271-274</p>
Range of Writing	
<p>6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program. Examples include the following:</i></p> <p>SE/TE: Whole-Class Performance Tasks, 32, 128, 228, 352, 434; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life With the Chimpanzees</i>, 116; “A Blessing” / “Predators,” 150–151; Performance-Based Assessments, 180, 268, 396, 492; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; “The Importance of Imagination,” 387; from <i>A Long Way Home</i>, 428 TE Only: Cross-Curricular Perspectives, Humanities, 31; Personalize for Learning, Challenge, Research, 72</p> <p>Other Resources: <i>Common Core Companion</i>, 275-284</p>