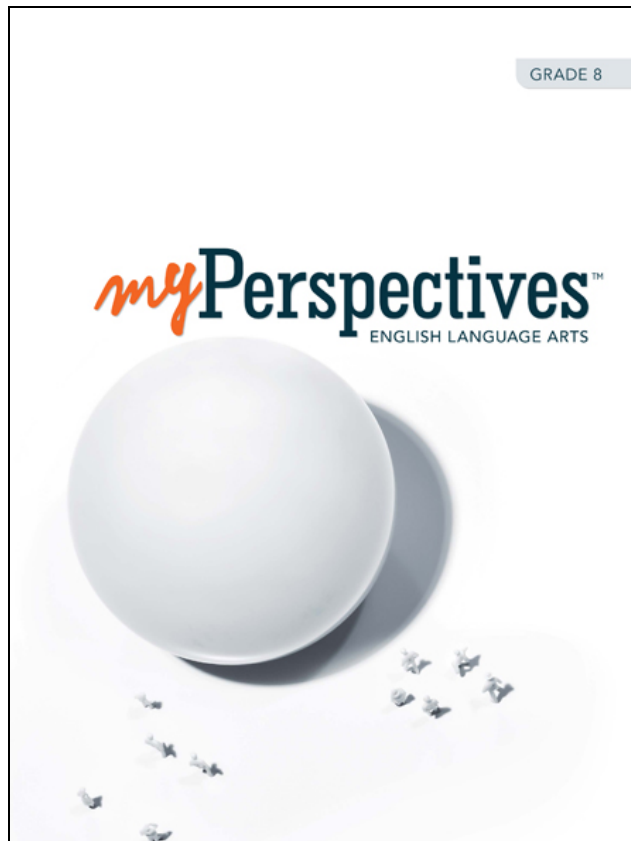


## A Correlation of



**Grade 8, ©2017**

To the

# **North Carolina English Language Arts Standards Course of Study Grade 8**



# A Correlation of *myPerspectives*, Grade 8 ©2017 to the North Carolina English Language Arts Standard Course of Study

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the North Carolina English Language Arts Standard Course of Study. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

*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.

©2018 Pearson Education, Inc. or its affiliate(s). All rights reserved

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

**Table of Contents**

**READING: LITERATURE ..... 4**

**READING: INFORMATIONAL TEXT ..... 7**

**WRITING ..... 11**

**SPEAKING AND LISTENING ..... 18**

**LANGUAGE ..... 21**

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>READING: LITERATURE</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>RL.8.1</b> Cite textual <b>evidence</b> that most strongly supports an <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.	<p><b>SE/TE:</b> “The Medicine Bag,” 22–23; <i>The Diary of Anne Frank</i>, Act II, 188-189; “Flowers for Algernon,” 380; “Uncle Marcos,” 458–459, 463</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> Other Resources: <i>Common Core Companion</i>, 1–2, 9</p>
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<b>RL.8.2</b> Determine a <b>theme</b> of a text and <b>analyze</b> its development over the course of the text, including its relationship to the <b>characters, setting</b> , and plot; provide an <b>objective summary</b> of the text.	<p><b>SE/TE: [Theme]</b> “Hanging Fire” / “Translating Grandfather’s House,” 63; “Flowers for Algernon,” 381; “Uncle Marcos,” 463;</p> <p><b>[Summary]</b> “The Medicine Bag,” 21; “Uncle Marcos,” 457</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 15–16, 22; <i>myPerspectives Plus: Reading Skills and Literary Analysis: Archetypal Theme; Theme</i></p>
<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>RL.8.3 Analyze</b> how particular lines of dialogue or incidents in a story or <b>drama</b> propel the action, reveal aspects of a character, or provoke a decision.	<p><b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act I, 152-153; <i>The Diary of Anne Frank</i>, Act II, 189; “Flowers for Algernon,” 373; “Uncle Marcos,” 458–459; <b>Other Resources:</b> <i>Common Core Companion</i>, 28–29, 35</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard R.4</b> – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
<b>RL.8.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in a text; <b>analyze</b> the impact of specific word choices on <b>meaning</b> and <b>tone</b> , including analogies or <b>allusions</b> to other texts.	<p><b>SE/TE:</b> “The Medicine Bag,” 23; “Hanging Fire” / “Translating Grandfather’s House,” 64; “Flowers for Algernon,” 366; “Retort” / from <i>The People, Yes</i>, 422; from <i>The Invention of Everything Else</i>, 506</p> <p><i>Additional Resources</i>  <i>Other Resources: Common Core Companion, 41–42, 48; myPerspectives+ Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme; Academic Vocabulary and Word Analysis Skills: all lessons</i></p>
<b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RL.8.5</b> Compare and contrast the <b>structure</b> of two or more texts and <b>analyze</b> how the differing <b>structure</b> of each text contributes to its <b>meaning</b> and style.	<p><b>SE/TE:</b> “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; “Hanging Fire” / “Translating Grandfather’s House,” 63; “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388; “Retort” / from <i>The People, Yes</i>, 423; <b>Other Resources:</b> Common Core Companion, 54–55</p>
<b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
<b>RL.8.6</b> Analyze how differences in the <b>perspectives</b> of the <b>characters</b> and the audience or reader create such effects as suspense or humor.	<p><b>SE/TE:</b> “The Medicine Bag,” 26–27; “The Setting Sun and the Rolling World,” 73; <i>The Diary of Anne Frank</i>, Act I, 153; “Flowers for Algernon,” 381; <b>Other Resources:</b> Common Core Companion, 61–62; <i>myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization; Point of View</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RL.8.7 Analyze</b> the extent to which a filmed or live production of a story or <b>drama</b> stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>SE/TE:</b> <i>The Diary of Anne Frank</i> , Act II, 192–193; from <i>Flowers for Algernon</i> (script), 387; <b>Other Resources:</b> Common Core Companion, 68–69
<b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	Not applicable according to the North Carolina English Language Arts Standard Course of Study
<b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RL.8.9 Analyze</b> how a <b>modern</b> work of fiction draws on <b>themes, patterns of events, or character types</b> from <b>myths</b> , traditional stories, or religious works, including describing how the material is rendered new.	<b>SE/TE:</b> “ <i>Flowers for Algernon</i> ,” 381; “ <i>To Fly</i> ,” 473; <b>Other Resources:</b> <i>myPerspectives+ Reading Skills and Literary Analysis: Archetypal Theme; Contemporary Interpretations of Classical Works</i> <b>TE only:</b> Analyze Allusion, 49
<b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
<b>RL.8.10</b> By the end of grade 8, read and understand literature at the high end of the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.	<i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i> <b>SE/TE:</b> “The Medicine Bag,” 13; “Hanging Fire,” 56–57; <i>The Diary of Anne Frank</i> , Act I, 101; from <i>Maus</i> , 231; from <i>The Invention of Everything Else</i> , 495  <u><i>Additional Resources</i></u> <i>SE/TE: SE/TE: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 81, 247, 333, 431, 529; “Translating Grandfather’s House,” 58; “The Setting Sun and the Rolling World,” 67; “Flowers for Algernon,” 351; from Flowers for Algernon (script), 385; “Retort,” 418; from The People, Yes, 420; “Uncle Marcos,” from The House of the Spirits, 449; Independent-Learning Selections (Digital Only): “The Winter Hibiscus,” “The Unknown Citizen,” from The Time Machine, “Icarus and Daedalus”</i>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>READING: INFORMATIONAL TEXT</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>RI.8.1</b> Cite textual <b>evidence</b> that most strongly supports an <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.	<p><b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl</i>, 219; Acceptance Speech for the Nobel Peace Prize, 227; “Barrington Irving, Pilot and Educator,” 271; “Ban the Ban!” / “Soda’s a Problem but...,” 291</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> Other Resources: <i>Common Core Companion</i>, 90–91, 97</p>
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<b>RI.8.2</b> Determine a <b>central idea</b> of a text and <b>analyze</b> its development over the course of the text, including its relationship to supporting ideas; provide an <b>objective summary</b> of the text.	<p><b>SE/TE: [Central Idea]</b> <i>Anne Frank: The Diary of a Young Girl</i>, 219; from “Blue Nines and Red Words,” 409; <b>[Summary]</b> Unit Introductions, 8, 94, 260, 346, 444</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 103–104, 110</p>
<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>RI.8.3</b> <b>Analyze</b> how a text makes connections among and distinctions between individuals, ideas, or <b>events</b> .	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 271; from “Blue Nines and Red Words,” 409; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 116–117</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard R.4</b> – Interpret words and <b>phrases</b> as they are used in a text and analyze how specific word choices shape meaning or tone.	
<b>RI.8.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in a text; <b>analyze</b> the impact of specific word choices on <b>meaning</b> and <b>tone</b> , including <b>analogies</b> or <b>allusions</b> to other texts.	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 51; “Words Do Not Pay,” 311; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505</p> <p><u>Additional Resources</u>  <i>Other Resources: Common Core Companion, 123–124, 130; myPerspectives+ Academic Vocabulary and Word Analysis Skills: all lessons</i></p>
<b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RI.8.5 Analyze</b> in detail the <b>structure</b> of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p><b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl</i>, 219; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u>  <i>Other Resources: Common Core Companion, 136–137</i></p>
<b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
<b>RI.8.6</b> Determine an author’s <b>point of view</b> or purpose in a text and <b>analyze</b> how the author acknowledges and <b>responds</b> to conflicting <b>evidence</b> or viewpoints.	<p><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 227; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s A Problem, but ...,” 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from “Blue Nines and Red Words,” 409</p> <p><u>Additional Resources</u>  <i>SE/TE: “25 Years Later, Hubble Sees Beyond Troubled Start,” 517; Other Resources: Common Core Companion, 143–144, 150</i></p>



**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RI.8.7 Evaluate</b> the advantages and disadvantages of using different <b>mediums</b> to present a particular topic or idea.	<b>SE/TE:</b> “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i> , 200–201; “The Theory of Multiple Intelligences Infographic,” 414  <i>Additional Resources</i> <i>Other Resources: Common Core Companion, 156–157</i>
<b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>RI.8.8 Delineate</b> and <b>evaluate</b> the argument and specific <b>claims</b> in a text, assessing whether the reasoning is sound and the <b>evidence</b> is relevant and sufficient; recognize when irrelevant <b>evidence</b> is introduced.	<b>SE/TE:</b> “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295  <i>Additional Resources</i> <i>Other Resources: Common Core Companion, 163–164</i>
<b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RI.8.9 Analyze</b> 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.	<b>SE/TE:</b> “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; <b>Other Resources:</b> Common Core Companion, 170–171

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
<b>RI.8.10</b> By the end of grade 8, read and understand informational texts at the high end of the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl</i>, 212; Acceptance Speech for the Nobel Peace Prize, 222; “Three Cheers for the Nanny State,” 276; “Ban the Ban!” / “Soda’s a Problem but...”, 286; from <i>Follow the Rabbit-Proof Fence</i>, 314; “The Moth Presents: Aleeza Kazmi,” 324</p> <p><u><i>Additional Resources</i></u>  <i>SE/TE: First-Read Guides</i>, 80, 246, 332, 430, 528; <i>Close-Read Guides</i>, 81, 247, 333, 431, 529; “Apache Girl’s Rite of Passage,” 28; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 44; “Barrington Irving, Pilot and Educator,” 264; “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; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510; “Sounds of a Glass Armonica”; <i>Independent-Learning Selections (Digital Only)</i> “Cub Pilot on the Mississippi,” from <i>I Know Why the Caged Bird Sings</i>, “Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood,” “Childhood and Poetry,” “Saving the Children,” “A Great Adventure in the Shadow of War,” “Irena Sendler: Rescuer of the Children of Warsaw,” “Quiet Resistance” from <i>Courageous Teen Resisters</i>; “Remembering a Devoted Keeper of Anne Frank’s Legacy,” from <i>Through My Eyes</i>,</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<p><b>Continued</b> <b>RI.8.10</b> By the end of grade 8, read and understand informational texts at the high end of the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><b>Continued</b> <i>"Harriet Tubman: Conductor on the Underground Railroad," "Is Personal Intelligence Important?," "Why Is Emotional Intelligence Important for Teens?," "The More You Know, the Smarter You Are?," from The Future of the Mind; "Ada Lovelace: a Science Legend," "Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize," "Scientists Build Robot That Runs, Call It 'Cheetah'"; Other Resources: Common Core Companion, 177-178</i></p>
<b>WRITING</b>	
<p><b>CCR Anchor Standard W.1</b> – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p><b>W.8.1</b> Write <b>arguments</b> to support <b>claims</b> with clear reasons and relevant <b>evidence</b>.</p>	<p><b>SE/TE:</b> "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294-295; "To Fly," 476; Whole-Class Performance Tasks, 296-301, 478-483; <b>Other Resources:</b> Common Core Companion, 185-195; <i>myPerspectives+ Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School</i></p> <p><u>Additional Resources</u> <i>SE/TE: "Barrington Irving, Pilot and Educator," 274</i></p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294-295; "To Fly," 476; Whole-Class Performance Tasks, 296-301, 478-483; <b>Other Resources:</b> Common Core Companion, 185-195; <i>myPerspectives+ Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School</i></p>
<p>b. Introduce <b>claim(s)</b>, acknowledge and distinguish the <b>claim(s)</b> from alternate or opposing claims, and organize the reasons and <b>evidence</b> logically.</p>	<p><b>SE/TE:</b> "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294-295; Whole-Class Performance Tasks, 297-298, 479-480; <b>Other Resources:</b> Common Core Companion, 186-189; <i>myPerspectives+ Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

<b>North Carolina English Language Arts Standard Course of Study</b>	<b>myPerspectives, Grade 8 ©2017</b>
c. Support <b>claim(s)</b> with logical reasoning and relevant <b>evidence</b> , using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>SE/TE:</b> "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294–295; Whole-Class Performance Tasks, 297–298, 479–480; <b>Other Resources:</b> Common Core Companion, 187–189 <i>myPerspectives+ Writing and Research</i> : Interactive Writing Lessons: Argumentative Writing—Middle School
d. Use words, <b>phrases</b> , and clauses to create <b>cohesion</b> and clarify the relationships among <b>claim(s)</b> , <b>counterclaims</b> , reasons, and <b>evidence</b> .	<b>SE/TE:</b> "Uncle Marcos," 462; "To Fly," 476; Whole-Class Performance Tasks, 298, 482; <b>Other Resources:</b> Common Core Companion, 190 <i>myPerspectives+ Writing and Research</i> : Interactive Writing Lessons: Argumentative Writing—Middle School
e. Establish and maintain a <b>formal</b> style.	<b>SE/TE:</b> Whole-Class Performance Task, 298, 300; <b>Other Resources:</b> Common Core Companion, 190 <i>myPerspectives+ Writing and Research</i> : Interactive Writing Lessons: Argumentative Writing—Middle School
f. Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> "Barrington Irving, Pilot and Educator," 274; Whole-Class Performance Task, 482; <b>Other Resources:</b> Common Core Companion, 191 <i>myPerspectives+ Writing and Research</i> : Interactive Writing Lessons: Argumentative Writing—Middle School
g. With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed by <b>revising, editing</b> , rewriting, or trying a new approach, focusing on how well <b>purpose</b> and audience have been addressed.	<b>SE/TE:</b> "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294–295; "To Fly," 476; Whole-Class Performance Tasks, 296–301, 478–483; <b>Other Resources:</b> Common Core Companion, 185–195; <i>myPerspectives+ Writing and Research</i> : Interactive Writing Lessons: Argumentative Writing—Middle School; The Writing Process-Middle School  <u><i>Additional Resources</i></u> <b>SE/TE:</b> "Barrington Irving, Pilot and Educator," 274

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<p><b>CCR Anchor Standard W.2</b> – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>W.8.2</b> Write <b>informative/explanatory</b> texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and <b>analysis</b> of relevant content.</p>	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 75; “Nikola Tesla: The Greatest Inventor of All?” / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 202–207, 390–395; <b>Other Resources:</b> <i>myPerspectives+ Writing and Research: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School; Common Core Companion</i>, 196–207</p> <p><u>Additional Resources</u>  <i>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,”</i> 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon (script)</i>, 388–389; from <i>Maus</i>, 241; from “Blue Nines and Red Words,” 411</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 75; “Nikola Tesla: The Greatest Inventor of All?” / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 197–198; <b>Other Resources:</b> <i>Interactive Writing Lessons: Informative/Explanatory Writing—Middle School</i></p> <p><u>Additional Resources</u>  <i>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,”</i> 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon (script)</i>, 388–389; from <i>Maus</i>, 241; from “Blue Nines and Red Words,” 411</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

<b>North Carolina English Language Arts Standard Course of Study</b>	<b>myPerspectives, Grade 8 ©2017</b>
b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include <b>formatting, graphics</b> , and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 242–243; 426–427; <b>Other Resources:</b> Common Core Companion, 200  <i>Additional Resources</i> <i>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; The Diary of Anne Frank / Frank Family and World War II Timeline, 201; from Flowers for Algernon (script), 389</i>
c. <b>Develop</b> the topic with relevant, well-chosen facts, definitions, <b>concrete details</b> , quotations, or other information and examples.	<b>SE/TE:</b> <i>The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 203–204, 391</i>  <i>Additional Resources</i> <i>SE/TE: from Maus, 241; from Flowers for Algernon (script), 388</i>
d. Use appropriate and varied <b>transitions</b> to create cohesion and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Whole-Class Performance Tasks, 206, 394; <b>Other Resources:</b> Common Core Companion, 200
e. Use precise language and <b>domain-specific vocabulary</b> to inform about or explain the topic.	<b>SE/TE:</b> from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394; <b>Other Resources:</b> Common Core Companion, 201
f. Establish and maintain a <b>formal</b> style.	<b>SE/TE:</b> Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427; <b>Other Resources:</b> Common Core Companion, 201
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>SE/TE:</b> <i>The Diary of Anne Frank / Frank Family and World War II Timeline, 201; from Flowers for Algernon (script), 389; Whole-Class Performance Task, 204; Other Resources: Common Core Companion, 202</i>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<p>h. With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed by <b>revising, editing,</b> rewriting, or trying a new approach, focusing on how well <b>purpose</b> and audience have been addressed.</p>	<p><b>SE/TE:</b> "The Setting Sun and the Rolling World," 75; "Nikola Tesla: The Greatest Inventor of All?" / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 202–207, 390–395; <b>Other Resources:</b> <i>myPerspectives+ Writing and Research</i>: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School; The Writing Process-Middle School; Common Core Companion, 196–207</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon (script)</i>, 388–389; from <i>Maus</i>, 241; from "Blue Nines and Red Words," 411</p>
<p><b>CCR Anchor Standard W.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p><b>W.8.3</b> Write <b>narratives</b> to <b>develop</b> real or imagined experiences or <b>events</b> using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>SE/TE:</b> "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Task, 34–39; <b>Other Resources:</b> Interactive Writing Lessons: Narrative Writing — Middle School; Common Core Companion, 208–218</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Task, 34–39; <b>Other Resources:</b> Interactive Writing Lessons: Narrative Writing — Middle School; Common Core Companion, 209</p>
<p>b. Engage and orient the reader by establishing a <b>context</b> and <b>point of view</b> and introducing a narrator and/or <b>characters</b>; organize an <b>event sequence</b> that unfolds naturally and logically.</p>	<p><b>SE/TE:</b> "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Task, 34–36; <b>Other Resources:</b> Common Core Companion, 209–212</p>
<p>c. Use narrative techniques, such as <b>dialogue, pacing, description,</b> and <b>reflection,</b> to <b>develop</b> experiences, <b>events,</b> and/or <b>characters.</b></p>	<p><b>SE/TE:</b> Whole-Class Performance Task: 35; <b>Other Resources:</b> Common Core Companion, 212, 215; Interactive Writing Lessons: Narrative Writing —Middle School</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

<b>North Carolina English Language Arts Standard Course of Study</b>	<b>myPerspectives, Grade 8 ©2017</b>
d. Use a variety of <b>transition</b> words, <b>phrases</b> , and clauses to convey sequence, signal shifts from one time frame or <b>setting</b> to another, and show the relationships among experiences and <b>events</b> .	<b>SE/TE:</b> Whole-Class Performance Task, 37, (TE) 38; <b>Other Resources:</b> Common Core Companion, 213
e. Use precise words and <b>phrases</b> , relevant descriptive details, and sensory language to capture the action and convey experiences and <b>events</b> .	<b>SE/TE:</b> "The Medicine Bag," 26; Whole-Class Performance Task, 38; <b>Other Resources:</b> Common Core Companion, 209-210, 212; Interactive Writing Lessons: Narrative Writing — Middle School
f. Provide a conclusion that follows from and reflects on the narrated experiences or <b>events</b> .	<b>SE/TE:</b> Understanding Story Structure, 35; Whole-Class Performance Task, 36, 38; <b>Other Resources:</b> Common Core Companion, 214
g. With some guidance and support from peers and adults, <b>develop</b> and strengthen writing as needed by <b>revising, editing,</b> rewriting, or trying a new approach, focusing on how well <b>purpose</b> and audience have been addressed.	<b>SE/TE:</b> "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i> , 323; Whole-Class Performance Task, 34–39; <b>Other Resources:</b> Interactive Writing Lessons: Narrative Writing — Middle School; The Writing Process—Middle School; Common Core Companion, 208–218
<b>CCR Anchor Standard W.4</b> – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
<b>W.8.4</b> Use <b>digital tools</b> and resources to <b>produce</b> and <b>publish</b> writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>SE/TE:</b> Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; "Sounds of a Glass Armonica," 523  <i>Additional Resources</i> <i>SE/TE:</i> "You Are the Electric Boogaloo" / "Just Be Yourself!," 53; <i>Performance Task:</i> 76–77; "Retort" / <i>from The People, Yes</i> , 425; "To Fly," 477; <i>Other Resources:</i> <i>Common Core Companion</i> , 239–240, 246; <i>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</i>



**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard W.5</b> – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>W.8.5</b> Conduct short <b>research</b> projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused <b>questions</b> that allow for multiple avenues of exploration.	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!,” 53; “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523;  <b>Other Resources:</b> Interactive Research Lesson: Research Writing-Middle School</p> <p><i>Additional Resources</i>  <i>SE/TE: “The Setting Sun and the Rolling World,” 75; from Maus, 241; “Words Do Not Pay,” 313; from Follow the Rabbit-Proof Fence, 323; “To Fly,” 477; “25 Years Later, Hubble Sees Beyond Troubled Start,” 519; Other Resources: Common Core Companion, 252–253, 256; Interactive Research Lesson: Sources and Evidence-Middle School</i></p>
<b>CCR Anchor Standard W.6</b> – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>W.8.6</b> Gather relevant information from multiple print and <b>digital sources</b> , using search terms effectively; assess the credibility and accuracy of each source; and quote or <b>paraphrase</b> the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 75; from <i>Maus</i>, 241; “Words Do Not Pay,” 313;  <b>Other Resources:</b> Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School</p> <p><i>Additional Resources</i>  <i>SE/TE: “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523; Other Resources: Common Core Companion, 259–272; Interactive Research Lesson: Research Writing-Middle School</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>SPEAKING AND LISTENING</b>	
<b>CCR Anchor Standard SL.1</b> – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p><b>SE/TE:</b> “Hanging Fire” / “Translating Grandfather’s House,” 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; The Moth Presents: Aleeza Kazmi, 327; “The Theory of Multiple Intelligences Infographic,” 415</p> <p><u>Additional Resources</u>  <i>SE/TE: “Retort” / from The People, Yes</i>, 425; “Uncle Marcos,” 463; “Sounds of a Glass Armonica,” 522, <i>Share Your Independent Learning</i>, 82, 248, 334, 432, 530; <i>Small-Group Performance Tasks</i>, 328, 426–427, 524–525; <i>Other Resources: Common Core Companion</i>, 292–298</p>
<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to <b>evidence</b> on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SE/TE:</b> “Hanging Fire” / “Translating Grandfather’s House,” 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; The Moth Presents: Aleeza Kazmi, 327; “The Theory of Multiple Intelligences Infographic,” 415</p> <p><u>Additional Resources</u>  <i>SE/TE: “Retort” / from The People, Yes</i>, 425; “Uncle Marcos,” 463; “Sounds of a Glass Armonica,” 523; <i>Small-Group Performance Tasks</i>, 328, 426, 525; <i>Other Resources: Common Core Companion</i>, 292–298</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

<b>North Carolina English Language Arts Standard Course of Study</b>	<b>myPerspectives, Grade 8 ©2017</b>
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 229; Small-Group Performance Task, 426, 524</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> Other Resources: Common Core Companion, 292–298</p>
c. Pose <b>questions</b> that connect the ideas of several speakers and <b>respond</b> to others' <b>questions</b> and comments with relevant <b>evidence, observations,</b> and ideas.	<p><b>SE/TE:</b> "Hanging Fire" / "Translating Grandfather's House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415; "Uncle Marcos," 463</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> SE/TE: Small-Group Performance Task, 426; Other Resources: Common Core Companion, 292–298</p>
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the <b>evidence</b> presented.	<p><b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; Small-Group Performance Tasks, 427, 525; <b>Other Resources:</b> Common Core Companion, 292–298</p>
<b>CCR Anchor Standard SL.2</b> – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats and <b>evaluate</b> the <b>motives</b> behind its presentation.	<p><b>SE/TE:</b> from <i>Maus</i>, 240, 242–243; The Moth Presents: Aleeza Kazmi, 326, 327; <b>Other Resources:</b> Common Core Companion, 299–300</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard SL.3</b> – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
<b>SL.8.3 Delineate</b> a speaker’s argument and specific <b>claims</b> , evaluating the soundness of the <b>reasoning</b> and relevance and sufficiency of the <b>evidence</b> , and identifying when irrelevant <b>evidence</b> is introduced.	<b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 275; “25 Years Later, Hubble Sees Beyond Troubled Start,” 519; Small-Group Performance Task, 525; <b>Other Resources:</b> Common Core Companion, 304–307
<b>CCR Anchor Standard SL.4</b> – Present information, findings, and supporting evidence such that listeners can follow the <b>line of reasoning</b> and the organization, development, and style are appropriate to task, purpose, and audience.	
<b>SL.8.4</b> Present <b>claims</b> and findings, emphasizing <b>salient</b> points in a focused, <b>coherent</b> manner with relevant <b>evidence</b> , sound valid reasoning, and well-chosen details; adapt speech to a variety of <b>contexts</b> and tasks.	<b>SE/TE:</b> “The Medicine Bag,” 27; “Barrington Irving, Pilot and Educator,” 275; “To Fly,” 477; Small-Group Performance Tasks, 77, 243  <i>Additional Resources</i> <i>SE/TE: Small-Group Performance Tasks, 329, 427, 525; Other Resources: Common Core Companion, 310–316; myPerspectives Plus: Speaking and Listening: Giving a Presentation-Middle School</i>
<b>CCR Anchor Standard SL.5</b> – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen <b>claims</b> and <b>evidence</b> , and add interest.	<b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; “Retort” / from <i>The People, Yes</i> , 425; “To Fly,” 477; “Sounds of a Glass Armonica,” 523; Small-Group Performance Task, 76  <i>Additional Resources</i> <i>SE/TE: Small-Group Performance Tasks, 243, 426–427</i>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>LANGUAGE</b>	
<b>CCR Anchor Standard L.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
<b>L.8.1</b> Demonstrate command of the conventions of standard English <b>grammar</b> and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	<p><b>SE/TE:</b> “Uncle Marcos,” 461–462; Whole-Class Performance Tasks, 299–301, 393–395, 481–483</p> <p><u>Additional Resources</u>  <i>SE/TE: “The Medicine Bag,” 25; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; The Diary of Anne Frank, Act I, 155; The Diary of Anne Frank, Act II, 191; Acceptance Speech for the Nobel Peace Prize, 228; “Barrington Irving, Pilot and Educator,” 273; “Three Cheers for the Nanny State,” 285; “Ban the Ban! / Soda’s a Problem but...,” 293; “Words Do Not Pay,” 312; from Follow the Rabbit-Proof Fence, 322; “Flowers for Algernon,” 383; from “Blue Nines and Red Words,” 410; “Retort” / from The People, Yes, 424; from The Invention of Everything Else, 507; Whole-Class Performance Task, 205–207; Grammar Handbook, R56–R62; myPerspectives Plus: Conventions</i></p>
<b>CCR Anchor Standard L.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
<b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, <b>punctuation</b> , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 273–274; “To Fly,” 475; “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R63–R65</p> <p><u>Additional Resources</u>  <i>SE/TE: “Three Cheers for the Nanny State,” 285; “Ban the Ban!” / “Soda’s a Problem but...”, 293; Whole-Class Performance Tasks, 39, 205–207, 301, 395, 481, 483; myPerspectives Plus: Conventions</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<b>CCR Anchor Standard L.3</b> – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
<b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 37–39, 205–207, 299–301, 393–395, 481–483</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>
a. Use verbs in the <b>active</b> or <b>passive voice</b> and in the conditional <b>mood</b> to achieve particular effects.	<p><b>SE/TE:</b> “The Medicine Bag,” 25–26; “The Setting Sun and the Rolling World,” 74; Whole-Class Performance Task, 393; <b>Other Resources:</b> Common Core Companion, 341–342; <i>myPerspectives Plus: Conventions: Grammar Tutorials: Active and Passive Voice Grammar Tutorial</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
<p><b>CCR Anchor Standard L.4</b> – Determine and/or clarify the meaning of unknown and multiple-meaning words and <b>phrases</b> by using <b>context</b> clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p><b>L.8.4</b> Determine and/or clarify the <b>meaning of unknown and multiple-meaning words or phrases</b> based on grade 8 reading and content, choosing flexibly from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b>, and <b>reference materials</b>.</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself,” 44 [47, 48, 50]; “The Setting Sun and the Rolling World,” 66 [68, 70, 72]; Acceptance Speech for the Nobel Peace Prize, 222 [224, 226]; “Retort” / from <i>The People, Yes</i>, 422; “Nikola Tesla: The Greatest Inventor of All?,” 491</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u>  <i>SE/TE: “Hanging Fire” / “Translating Grandfather’s House,” 54, 59, 62; Anne Frank: The Diary of a Young Girl, 212, 214, 215, 218; “Words Do Not Pay,” 306, 308, 310; from Follow the Rabbit-Proof Fence, 314–316, 319, 320; from “Blue Nines and Red Words,” 400, 403, 404, 408; “Retort” / from The People, Yes, 416, 419, 422; “Nikola Tesla: The Greatest Inventor of All,” 488–491, The Invention of Everything Else, 494, 500–502, 505; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510, 512, 513, 516</i></p>
<p><b>CCR Anchor Standard L.5</b> – Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p><b>L.8.5</b> Demonstrate understanding of <b>figurative language</b> and <b>nuances</b> in word meanings.</p>	<p><b>SE/TE:</b> “The Medicine Bag,” 23; Acceptance Speech for the Nobel Peace Prize, 226, “Words Do Not Pay,” 311; <i>Follow the Rabbit-Proof Fence</i>, 320; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505–506</p> <p><u>Additional Resources</u>  <i>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 51; The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 167; “Three Cheers for the Nanny State,” 284; <b>Other Resources:</b> myPerspectives Plus: Reading and Literary Analysis: Figurative Language</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the  
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 8 ©2017
a. Interpret figures of speech in <b>context</b> based on grade 8 reading and content.	<b>SE/TE:</b> "The Medicine Bag," 23; <i>The Diary of Anne Frank</i> , Act II, 167, "To Fly," 473; from <i>The Invention of Everything Else</i> , 506; <b>Other Resources:</b> Common Core Companion, 351–352; <i>myPerspectives Plus: Reading and Literary Analysis: Figurative Language</i>
b. Distinguish among the <b>connotations</b> of words with similar <b>denotations</b> .	<b>SE/TE:</b> "You Are the Electric Boogaloo" / "Just Be Yourself," 51; "Words Do Not Pay," 311; from <i>The Invention of Everything Else</i> , 505; <b>Other Resources:</b> Common Core Companion, 355–356
<b>CCR Anchor Standard L.6</b> – Acquire and use accurately a range of general academic and <b>domain-specific</b> words and <b>phrases</b> sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
<b>L.8.6</b> Acquire and use accurately grade-appropriate general academic and <b>domain-specific</b> words and <b>phrases</b> ; develop vocabulary knowledge when considering a word or <b>phrase</b> important to comprehension or expression.	<b>SE/TE:</b> "Apache Girl's Right of Passage," 28, 31; from <i>Maus</i> , 230, 240; Unit Introductions, 5, 91; <b>Other Resources:</b> Common Core Companion, 357–358; <i>myPerspectives Plus: Academic Vocabulary and Word Study</i>  <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>