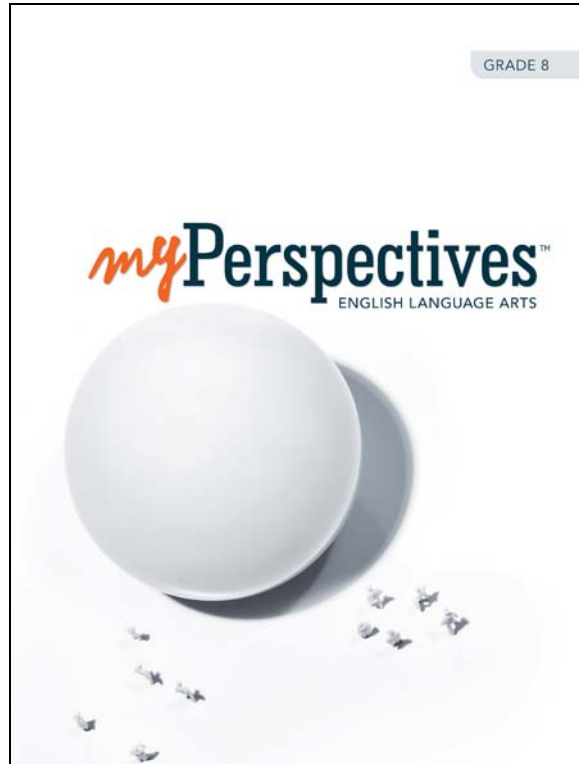


## A Correlation of



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To the

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<b>SAT READING DOMAIN</b>	
<b>Text Complexity</b>	
The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	<p>At the 8<sup>th</sup> grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p><b>TE only:</b> Personalize for Learning: U1: 12C; U2: 98C; Teaching: U2: 98-154; U4: 350-382; Facilitating: U2: 212-220; U5: 510-518</p>
<b>Information and Ideas</b>	
These questions focus on the informational content of text.	<p><b>SE/TE:</b> Cite Textual Evidence, U1: 22, 23, 62, 72; U2: 152, 153, 188, 189, 199, 240; U4: 380, 381, 422; U5: 458, 459, 505</p> <p><b>TE only:</b> Conclude, U1: 13, 17, 57, 67, 69; U2: 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236; U4: 351, 366, 385, 419; U5: 452, 497, 499</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p>

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<b>Reading closely</b>	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	<b>SE/TE:</b> Analyzing the Text/Media, U1: 50, 62; U2: 218, 226, 227; U3: 270, 282, 283, 290, 291, 310, 320; U4: 408; U5: 472, 473, 491, 516, 520
<b>Determining explicit meanings</b>	
The student will identify information and ideas explicitly stated in text.	<b>SE/TE:</b> Main Idea and Supporting Details, U2: 219; Analyze the Text, U2: 226; First Read: Nonfiction, U3: 276, 286; Determine Main Practice, U3: 283; Idea and Supporting Details, U3: 291; Central Ideas, U4: 409; Organize Your Ideas, U4: 427 <b>TE only:</b> Informational Model, U4: 344  In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections. <b>SE/TE:</b> U1: 30; U2: 151, 187; U3: 309; U5: 471
<b>Determining implicit meanings</b>	
The student will draw reasonable inferences and logical conclusions from text.	<b>SE/TE:</b> U3: Inferences, 271; Conclude U1: 22, 50, 62, 72, U2: 152, 188, 218, 226, U3: 270, 282, 290, 310, 320, U4: 380, 408, 422, U5: 458, 472, 491, 505, 516 <b>TE only:</b> Conclude, U1: 13, 17, 57, 67, 69; U2: 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236; U4: 351, 366, 385, 419; U5: 452, 497, 499
<b>Using analogical reasoning</b>	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	<b>SE/TE:</b> Research to Clarify & Research to Explore, U1: 21, 49, 61, 71; U2: 151, 187, 198, 217, 225, 239; U3: 269, 281, 289, 309, 319; U4: 379, 407, 421; U5: 457, 471, 490, 504, 515; Essential Question, U1: 10, 22, 40, 78; U2: 96, 188, 199, 208, 244; U3: 262, 270, 282, 290, 302, 330; U4: 348, 396, 428; U5: 446, 472, 484, 526; Determine Author's Perspective, U3: 283; Determine Author's Purpose: Diction and Tone, U5: 517

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<b>Citing textual evidence</b>	
The student will cite the textual evidence that best supports a given claim or point.	<b>SE/TE:</b> Analyzing the Text/Media, U1: 50, 62; U2: 218, 226, 227; U3: 270, 282, 283, 290, 291, 310, 320; U4: 408; U5: 472, 473, 491, 516, 520
<b>Determining central ideas and themes</b>	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	<b>SE/TE:</b> Analyze Craft and Structure: Analyze Theme, U1: 63, 73; Main Idea and Supporting Details, U2: 219; Analyze the Text, U2: 226; First Read: Nonfiction, U3: 276, 286; Determine Main Idea and Supporting Details, U3: 291; Determining Theme, U4: 381; Central Ideas, U4: 409; Organize Your Ideas, U4: 427 <b>TE only:</b> Informational Model, U4: 344
<b>Summarizing</b>	
The student will identify a reasonable summary of a text or of key information and ideas in text.	<b>SE/TE:</b> Unit Introductions: Summaries, U1: 8; U2: 94; U3: 260; U4: 346; U5: 444; Summarize, U3: 291; Comprehension: Notebook (summary), U1: 21, 4 U5: 57 <b>TE only:</b> Informational Model, 344
<b>Understanding relationships</b>	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	<b>SE/TE:</b> Analyze Cause and Effect, U2: 152; Craft and Structure: Plot, U5: 459; Main Idea and Supporting Details, U2: 219; Analyze the Text, U2: 226; First Read: Nonfiction, U3: 276, 286; Determine Main Idea and Supporting Details, U3: 291
<b>Interpreting words and phrases in context</b>	
The student will determine the meaning of words and phrases in context.	<b>SE/TE:</b> Context Clues, U1: 44, 54, 66; U2: 212; U3: 306; U5: 494, 510; also see: Word Network, U1: 7, U2: 93; U3: 259; U4: 345; U5: 443 <b>TE only:</b> 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

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<b>Rhetoric</b>	
These questions focus on the rhetorical analysis of text.	<b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, U3: 283; Conflicting Arguments, U3: 291; Writing to Compare, U3: 294–295; Persuasive Techniques, U3: 311; Writing to Sources: Argumentative Essay, U5: 476 <b>TE only:</b> Launch Text: Argument Model, U2: 258, U5: 442
<b>Analyzing word choice</b>	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	<b>SE/TE:</b> Connotation and Denotation, U5: 494; Tone, U1: 51; Word Choice, U3: 220; Persuasive Techniques, U3: 311; Descriptive Writing, U3: 321; Concept Vocabulary, U1: 50, 54; U2: 212, 218, 222, 226; U3: 264, 272, 276, 284, 286, 292, 306, 310, 314, 320; U4: 400, 408, 412, 414; U5: 464, 474, 494, 505, 510, 516
<b>Analyzing text structure</b>	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure (examples), U1: 63; U2: 153, 189, 219, 227; U3: 271, 283, 291, 311, 321; U4: 381, 409, 423; U5: 459, 473, 492, 506, 517 <b>TE only:</b> Informational Model, 344
<b>Analyzing overall text structure</b>	
The student will describe the overall structure of a text.	<b>SE/TE:</b> Analyze Craft and Structure: Analyze Dialogue, U2: 153; Central Idea, U2: 219; Author’s Arguments, U3: 283; Poetic Structures, U4: 423; Plot, U5: 459; Structure (cause and effect, chronological order), 492
<b>Analyzing part-whole relationships</b>	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure: Analyze Dialogue, U2: 153; Central Idea and Supporting Details, U2: 219; Author’s Arguments, U3: 283; Author’s Style: Parallelism, U3: 317; Poetic Structures, U4: 423; Expository Writing, 473; Plot, U5: 459; Structure (cause and effect, chronological order), 492

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<b>Analyzing point of view</b>	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	<b>SE/TE:</b> Writing to Sources, U1: 26; Analyze Craft and Structure: Point of View, U1: 73; Dialogue, U2: 153; Author’s Purpose and Point of View, U2: 227; Determine Author’s Perspective, U3: 283; Point of View, U3: 321; Point of View, U4: 381; Memoir and Reflective Writing, 409; Determine Author’s Purpose: Diction and Tone, U5: 517; Writing to Sources, U3: 274; Comparing Contrasting Viewpoints, U3: 294
<b>Analyzing purpose</b>	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	<b>SE/TE:</b> 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 <b>TE only:</b> Informational Model, U4: 344
<b>Analyzing arguments</b>	
These questions focus on analyzing arguments for their content and structure.	<b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, U3: 283; Conflicting Arguments, U3: 291; Writing to Compare, U3: 294–295; Persuasive Techniques, U3: 311; Writing to Sources: Argumentative Essay, U5: 476 <b>TE only:</b> Launch Text: Argument Model, U3: 258, U5: 442
<b>Analyzing claims and counterclaims</b>	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	<b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, U3: 283; Conflicting Arguments, U3: 291; Writing to Compare, U3: 294–295; Persuasive Techniques, U3: 311; Writing to Sources: Argumentative Essay, U5: 476 <b>TE only:</b> Launch Text: Argument Model, U3: 258, U5: 442



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<b>Assessing reasoning</b>	
The student will assess an author’s reasoning for soundness.	<b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, U3: 283; Conflicting Arguments, U3: 291; Writing to Compare, U3: 294–295; Persuasive Techniques, U3: 311; Writing to Sources: Argumentative Essay, U5: 476 <b>TE only:</b> Launch Text: Argument Model, U3: 258, U5: 442
<b>Analyzing evidence</b>	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	<b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, U3: 283; Conflicting Arguments, U3: 291; Writing to Compare, U3: 294–295; Persuasive Techniques, U3: 311; Writing to Sources: Argumentative Essay, U5: 476 <b>TE only:</b> Launch Text: Argument Model, U3: 258, U5: 442
<b>Synthesis</b>	
These questions focus on synthesizing multiple sources of information.	<b>SE/TE:</b> Research to Clarify & Research to Explore, U1: 21, 49, 61, 71; U2: 151, 187, 198, 217, 225, 239; U3: 269, 281, 289, 309, 319; U4: 379, 407, 421; U5: 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, U1: 53; Research, U1: 74; U3: 313; U4: 411; U5: 523; Gather Evidence, U1: 35, 76; U2: 203, 242; U3: 297, 328; U4: 391, 426; U5: 479, 524; Conducting Research, R24–R33
<b>Analyzing multiple texts</b>	
The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)	<b>SE/TE:</b> Whole Class Learning: Compare Texts: The Diary of Anne Frank, U2: 101–187 & Media: Frank Family and World War II Timeline, U2: 194–199; Writing to Compare, U2: 200–201; <i>Flowers for Algernon</i> , U4: 351–379 & from <i>Flowers for Algernon</i> (script), U4: 385–387; Writing to Compare, U4: 388–389

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<b>Analyzing quantitative information</b>	
The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.	<b>SE/TE:</b> Visual Presentation, U1: 53; Media: Frank Family and World War II Timeline, U2: 194–199; Writing to Compare, U2: 200–201; Media: Infographic, U4: 412–414
<b>SAT WRITING AND LANGUAGE DOMAIN</b>	
<b>Text Complexity</b>	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	At the 8 <sup>th</sup> grade level, in <i>myPerspectives</i> , several opportunities for evidence-based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text.  Performance Task: Write an Explanatory Essay, U2: 202–207; Write an Argument, U3: 296–301; Write an Informative Speech, U4: 390–395; Write an Argument, U5: 478–483; Writing to Compare, U1: 33; U2: 201; U3: 295; U4: 389; U5: 509
<b>Expression of Ideas</b>	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	<b>SE/TE:</b> Writing to Compare, U1: 33; U2: 201; U3: 295; U4: 389; U5: 509; Write an Explanatory Essay, U2: 202–207; Write an Argument, U3: 296–301; Write an Informative Speech, U4: 390–395; Write an Argument, U5: 478–483
<b>Development</b>	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	<b>SE/TE:</b> Write an Explanatory Essay, U2: 202–207; Write an Argument, U3: 296–301; Write an Informative Speech, U4: 390–395; Write an Argument, U5: 478–483

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<b>Proposition</b>	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	<b>SE/TE:</b> Writing to Compare, U1: 33; U2: 201; U3: 295; U4: 389; U5: 509; Elements of an Argument, 296; Drafting, U3: 298; U5: 480; Evaluating Your Draft, U3: 300; U5: 482; Writing to Sources: Support an Argument, U3: 274
<b>Support</b>	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, U3: 296; U5: 478; Prewriting, U3: 297; U5: 479; Drafting, U3: 300; U5: 480; Writing to Sources: Support an Argument, U3: 274; Critical Review, U5: 462; Writing to Compare: Argument, U3: 295; Writing to Sources: Critical Review, U5: 462; Argumentative Essay, U5: 476; Argumentative Essay, U5: 509
<b>Focus</b>	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	<b>SE/TE:</b> Writing to Compare, U3: 294–295; Whole-Class Performance Task: Write an Argument, U3: 296–300; Write an Argument, U5: 478–482; Writing to Sources: Drama Review, U2: 192; Support an Argument, U3: 274; Critical Review, U5: 462; Argumentative Essay, U5: 476; Write an Argument, U3: 296–301; U5: 478–483; Assessment: Argument, U4: 336; U5: 530; Resources Tool Kit: Argument, R6–R11
<b>Quantitative information</b>	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	<b>SE/TE:</b> Visual Presentation, U1: 53; Media: Frank Family and World War II Timeline, U2: 194–199; Writing to Compare, U2: 200–201; Media: Infographic, U4: 412–414

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<b>Organization</b>	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, U2: 202, U4: 390; Prewriting/Planning, U2: 203, U4: 391; Drafting, U2: 204; Revising, U2: 206; Research: Informational Report, U1: 74; Research Report, U3: 313; Brief Informational Report, U4: 411; Writing to Compare: Essay About The Time Period, U2: 201; Comparison-and-Contrast Essay, U4: 389; Use Language to Make Connections, U5: 482
<b>Logical sequence</b>	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	<b>SE/TE:</b> Performance Task: Prewriting/ Revising, U1: 38; U2: 206; U3: 300; U4: 394; U5: 482; Writing to Compare: Essay About The Time Period, U2: 201; Comparison-and-Contrast Essay, U4: 389; Use Language to Make Connections, U5: 482
<b>Introductions, conclusions, and transitions</b>	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	<b>SE/TE:</b> Whole-Class Performance Task: Revising Sentences by Combining with Conjunctions, 205; Transitions, 206, 394; Elements of an Argument, 296, 478; Prewriting, 203, 297, 391, 479; Maintain Formal Style, 300; Use Language to Make Connections, 482; Writing to Compare: Essay About The Time Period, 201; Argument, 295; Comparison-and-Contrast Essay, 389
<b>Effective language use</b>	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, U3: 296, U5: 478; Drafting, U3: 300; Use Language to Make Connections, U5: 482; Writing to Compare: Argument, U3: 295; Critical Review, U5: 462; Argumentative Essay, U5: 476

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<b>Precision</b>	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	<b>SE/TE:</b> Whole-Class Performance Task: Retelling, U1: 26; Precise Language, U1: 38; Revising for Word Choice and Style, U2: 206; Maintain Formal Style, U3: 300; Precise, Formal Words, U4: 394; Use Language to Make Connections, U5: 482
<b>Concision</b>	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	<b>SE/TE:</b> Whole-Class Performance Task: Precise Language, U1: 38; Revising for Word Choice and Style, U2: 206; Precise, Formal Words, U4: 394
<b>Style and tone</b>	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	<b>SE/TE:</b> Whole-Class Performance Task: Precise Language, U1: 38; Revising for Word Choice and Style, U2: 206; Maintain Formal Style, U3: 300; Precise, Formal Words, U4: 394; Use Language to Make Connections, U5: 482; Critical Review, U5: 462; Argumentative Essay, U5: 476
<b>Syntax</b>	
The student will use various sentence structures to accomplish needed rhetorical purposes.	<b>SE/TE:</b> Revising Sentences by Combining with Conjunctions, U2: 205; Revising to Combine Sentences Using Gerunds And Participles, U5: 481; Grammar Handbook: Sentence Structure, R58–R59
<b>Standard English Conventions</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4:395; U5: 483; Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Grammar Handbook, R56–R65
<b>Sentence structure</b>	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4:395; U5: 483; Grammar Handbook: Sentence Structure, R58–R59

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<b>Sentence formation</b>	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	<b>SE/TE:</b> Conventions: Sentence Structure, U3: 293; Revise Sentences, U5: 481; Grammar Handbook: Sentence Structure, R58–R59
<b>Sentence boundaries</b>	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	<b>SE/TE:</b> Conventions: Sentence Structure, U3: 293; Grammar Handbook: Sentence Structure, R58–R59
<b>Subordination and coordination</b>	
The student will recognize and correct problems in coordination and subordination in sentences.	<b>SE/TE:</b> Sentence Structure, U3: 293; Sentence Mood, U1: 52; Grammar Handbook: Sentence Structure, R58–R59
<b>Parallel structure</b>	
The student will recognize and correct problems in parallel structure in sentences.	<b>SE/TE:</b> Author’s Style: Parallelism, U3: 312; Grammar Handbook: Sentence Structure, R58–R59
<b>Modifier placement</b>	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	<b>SE/TE:</b> Grammar Handbook: Using Modifiers, R60; also see: Revising to Combine Sentences Using Gerunds and Participles, U5: 481
<b>Inappropriate shifts in construction</b>	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	<b>SE/TE:</b> Principal Parts of Verbs, U2: 155; Verb Tenses, U2: 191, 228; Grammar Handbook: Verbs, R56; Using Verbs, R60
<b>Verb tense, mood, and voice</b>	
The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	<b>SE/TE:</b> Principal Parts of Verbs, U2: 155; Verb Tenses, U2: 191, 228; Verb Mood, U1: 52, 64, 74; Grammar Handbook: Verbs, R56; Using Verbs, R60
<b>Pronoun person and number</b>	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	<b>SE/TE:</b> Pronouns, U3: 273, 299; U4: 410; Grammar Handbook: Pronouns, R56; Pronoun and Antecedent Agreement, R59

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<b>Conventions of Usage</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4: 395; U5: 483; Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Grammar Handbook, R56–R65
Pronouns	
These questions focus on the proper use of pronouns.	<b>SE/TE:</b> Pronouns, U3: 273, 299; U4: 410; Grammar Handbook: Pronouns, R56; Pronoun and Antecedent Agreement, R59
Pronoun clarity	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	<b>SE/TE:</b> Pronouns, U3: 273, 299; U4: 410; Grammar Handbook: Pronouns, R56; Pronoun and Antecedent Agreement, R59
Possessive determiners	
The student will recognize and correct cases in which possessive determiners ( <i>its, your, their</i> ), contractions ( <i>it's, you're, they're</i> ), and adverbs ( <i>there</i> ) are confused with each other.	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R61–R62
Agreement	
These questions focus on ensuring grammatical agreement.	<b>SE/TE:</b> Conventions: Pronoun and Antecedent Agreement U5: 481; Subject-Verb Agreement, U4: 393; Grammar Handbook: Pronoun and Antecedent Agreement, R59; Subject and Verb Agreement, R59
Pronoun-antecedent agreement	
The student will recognize and correct lack of agreement between pronoun and antecedent.	<b>SE/TE:</b> Pronoun and Antecedent Agreement U5: 481; Grammar Handbook: Pronouns, R56; Pronoun and Antecedent Agreement, R59
Subject-verb agreement	
The student will recognize and correct lack of agreement between subject and verb.	<b>SE/TE:</b> Conventions: Subject-Verb Agreement, U4: 393; Grammar Handbook: Subject and Verb Agreement, R59

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Noun agreement	
The student will recognize and correct lack of agreement between nouns.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R59; Agreement, R59; Also see Nouns, U3: 273
Frequently confused words	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except</i> , <i>allusion/illusion</i> ).	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R61–R62
Logical comparison	
The student will recognize and correct cases in which unlike terms are compared.	<b>SE/TE:</b> Comparative and Superlative Adjectives & Adverbs, U5: 507; Grammar Handbook: Adjectives & Adverbs, R56; Using Modifiers, R60
Conventional expression	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R59; Agreement, R59; also see Nouns, U3: 273
<b>Conventions of Punctuation</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	<b>SE/TE:</b> Conventions: Commas and Semicolons, U5: 493; Dashes and Ellipses, U5: 518; Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4:395; U5: 483; Grammar Handbook: Punctuation, R63–R64
End-of-sentence punctuation	
The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4:395; U5: 483; Grammar Handbook: Classifying Sentences by Function, R58–R59
Within-sentence punctuation	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	<b>SE/TE:</b> Conventions: Commas and Semicolons, U5: 493; Grammar Handbook: Punctuation, R63–R64



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Possessive nouns and pronouns	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	<b>SE/TE:</b> Conventions: Nouns and Pronouns, U3: 273; Pronoun Case, U4: 410; Grammar Handbook: Pronoun Case, R60
Items in a series	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	<b>SE/TE:</b> Conventions: Commas and Semicolons, U5: 493; Commas, Grammar Handbook: Commas & Semicolons, R63
Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	<b>SE/TE:</b> Conventions: Commas and Semicolons, U5: 493; Commas, Grammar Handbook: Commas, R63; Dashes & Parentheses, R64
Unnecessary punctuation	
The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.	<b>SE/TE:</b> Conventions: Punctuation Marks, U5: 493, 518; Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4:395; U5: 483; Grammar Handbook: Punctuation, R63–R64

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<b>SAT ESSAY DOMAIN (PROVISIONAL)</b>	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p><b>SE/TE:</b> Performance-Based Assessment Prep: Review Evidence for Explanatory Essay, U2: 249; Writing to Sources: Explanatory Essay, U2: 250–251; Review Evidence for Argument, U3: 335; Writing to Sources: Argument, U3: 336–337; Review Evidence for Explanatory Essay, U4: 433; Writing to Sources: Explanatory Essay, U4: 434–435; Review Evidence for Argument, U5: 531; Writing to Sources: Argument, U5: 532–533</p>
<b>Reading</b>	
Comprehension of the source text	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, U1: 21, 49, 61, 71; U2: 151, 187, 198, 217, 225, 239; U3: 269, 281, 289, 309, 319; U4: 379, 407, 421; U5: 457, 471, 490, 504, 515; Research: Informational Report, U1: 74; Research Report, U3: 313; Brief Informational Report, U4: 411; Writing to Compare: Essay About The Time Period, U2: 201</p>
Understanding of central ideas, important details, and their interrelationship	<p><b>SE/TE:</b> Main Idea and Supporting Details, U2: 219; Analyze the Text, U2: 226; First Read: Nonfiction, U3: 276, 286; Determine Main Practice, U3: 283; Idea and Supporting Details, U3: 291; Central Ideas, U4: 409; Organize Your Ideas, U4: 427</p>

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<p>Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)</p>	<p><b>SE/TE:</b> Research: Informational Report, U1: 74; Research Report, U3: 313; Brief Informational Report, U4: 411; Writing to Compare: Essay About The Time Period, U2: 201; Research to Clarify &amp; Research to Explore, U1: 21, 49, 61, 71; U2: 151, 187, 198, 217, 225, 239; U3: 269, 281, 289, 309, 319; U4: 379, 407, 421; U5: 457, 471, 490, 504, 515; Conducting Research, R24–R33</p>
<p>Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text</p>	<p><b>SE/TE:</b> Gather Evidence, U1: 35, 76; U2: 203, 242; U3: 297, 328; U4: 391, 426; U5: 479, 524; Conducting Research, R24–R33</p>
<p><b>Analysis</b></p>	
<p>Analysis of the source text and understanding of the analytical task</p>	<p><b>SE/TE:</b> Gather Evidence, U1: 35, 76; U2: 203, 242; U3: 297, 328; U4: 391, 426; U5: 479, 524; Research: Informational Report, U1: 74; Research Report, U3: 313; Brief Informational Report, U4: 411; Writing to Compare: Essay About The Time Period, U2: 201; Conducting Research, R24–R33</p>
<p>Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, U3: 283; Conflicting Arguments, U3: 291; Writing to Compare, U3: 294–295; Persuasive Techniques, U3: 311; Writing to Sources: Argumentative Essay, U5: 476 <b>TE only:</b> Launch Text: Argument Model, U2: 258, U5: 442</p>
<p>Support for claims or points made in the response</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, U3: 296; U5: 478; Prewriting, U3: 297; U5: 479; Elements of an Explanatory Essay, U2: 202; U4: 390; Drafting, U2: 204; U3: 300; U5: 480; Writing to Sources: Support an Argument, U3: 274; Critical Review, U5: 462; Writing to Compare: Argument, 295; Writing to Sources: Critical Review, U5: 462; Argumentative Essay, U5: 476; Argumentative Essay, U5: 509; Research: Informational Report, U1: 74; Research Report, U3: 313; Brief Informational Report, U4: 411</p>

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Focus on features of the text most relevant to addressing the task	<b>SE/TE:</b> Gather Evidence, U1: 35, 76; U2: 203, 242; U3: 297, 328; U4: 391, 426; U5: 479, 524; Research to Clarify & Research to Explore, U1: 21, 49, 61, 71; U2: 151, 187, 198, 217, 225, 239; U3: 269, 281, 289, 309, 319; U4: 379, 407, 421; U5: 457, 471, 490, 504, 515; Conducting Research, R24–R33
<b>Writing</b>	
Use of a central claim	<b>SE/TE:</b> Performance Task: Write an Explanatory Essay, U2: 202–207; Write an Argument, U3: 296–301; Write an Informative Speech, U4: 390–395; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17
Use of effective organization and progression of ideas	<b>SE/TE:</b> Performance Task: Write an Explanatory Essay, U2: 202–207; Write an Argument, U3: 296–301; Write an Informative Speech, U4: 390–395; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17
Use of varied sentence structures	<b>SE/TE:</b> Conventions: Sentence Structure, U3: 293; Revise Sentences, U5: 481; Grammar Handbook: Sentence Structure, R58–R59
Employment of precise word choice	<b>SE/TE:</b> Whole-Class Performance Task: Retelling, U1: 26 Precise Language, U1: 38; Revising for Word Choice and Style, U2: 206; Maintain Formal Style, U3: 300; Precise, Formal Words, U4: 394; Use Language to Make Connections, U5: 482
Maintenance of a consistent, appropriate style and tone	<b>SE/TE:</b> Whole-Class Performance Task: Precise Language, U1: 38; Revising for Word Choice and Style, U2: 206; Maintain Formal Style, U3: 300; Precise, Formal Words, U4: 394; Use Language to Make Connections, U5: 482; Critical Review, U5: 462; Argumentative Essay, U5: 476

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<p>Command of the conventions of standard written English</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 39; U2: 206; U3: 300; U4:395; U5: 483; Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Grammar Handbook, R56–R65</p>