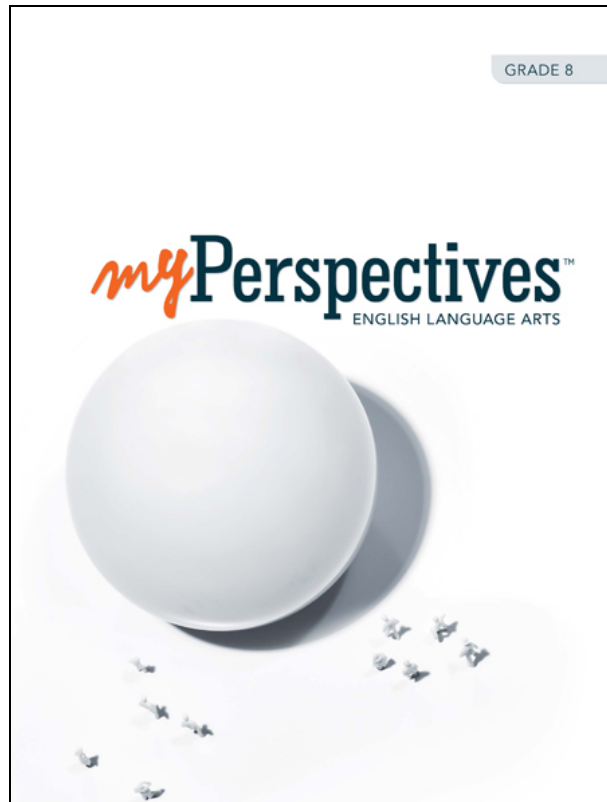


## A Correlation of



**Grade 8, ©2017**

To the

# **2017 English Standards of Learning for Virginia Public Schools Grade 8**



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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the 2017 English Standards of Learning for Virginia Public Schools. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title. References to myPerspectives Plus are included.

*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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<b>2017 English Standards of Learning for Virginia Public Schools</b>	<b>myPerspectives ©2017 Grade 8</b>
<b>Grade Eight</b>	
<p>In eighth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s), and compare/contrast authors' styles. In eighth grade, there will be an increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style. The student will continue the study of word origins, roots, connotations, and denotations. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on expository and persuasive writing. Students will compose a thesis statement and defend a position with reasons and evidence. Students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will also cite primary and secondary sources using either MLA or APA style sheet. As in earlier grades, the meaning and consequences of plagiarism will be stressed.</p>	
<b>Communication and Multimodal Literacies</b>	
8.1 The student will participate in, collaborate in, and report on small-group learning activities.	
8.1.a Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.	<b>SE/TE:</b> Working as a Team, 42, 210, 304, 398, 486; Research, 313, 523; Class Discussion, 463; Debate, 444, 519; Group Discussion, 65, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535
8.1.b Exhibit willingness to make necessary compromises to accomplish a goal.	<b>SE/TE:</b> Working as a Team, 42, 210, 304, 398, 486
8.1.c Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	<b>SE/TE:</b> Working as a Team, 42, 210, 304, 398, 486; Group Discussion, 65, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535
8.1.d Include all group members, and value individual contributions made by each group member.	<b>SE/TE:</b> Present and Evaluate, 77; Working as a Team, 42, 210, 304, 398, 486; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535

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8.1.e Make statements to communicate agreement or tactful disagreement with others' ideas.	<b>SE/TE:</b> Speaking and Listening, 415; Launch Activity, 444; Class Discussion, 463; Debate, 444, 519; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535
8.1.f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.	<b>SE/TE:</b> Working as a Team, 42, 210, 304, 398, 486; Group Discussion, 65, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535
8.1.g Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.	<b>SE/TE:</b> Speaking and Listening, 327, 415; Working as a Team, 42, 210, 304, 398, 486
8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.	
8.2.a Select, organize, and create multimodal content that encompasses opposing points of view.	<b>SE/TE:</b> Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Deliver a Multimedia Presentation, 426–427; Speaking and Listening: Visual Presentation, 53; Dramatic Reading, 192–193; Multimedia Presentation, 425
8.2.b Choose vocabulary and tone appropriate to the audience, topic, and purpose.	<b>SE/TE:</b> Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Present an Argument, 328–329; Deliver a Multimedia Presentation, 426–427; Conduct a Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338; Speech, 436, 534; Speaking and Listening: Monologue, 27; Visual Presentation, 53; Dramatic Reading, 192–193; Multimedia Presentation, 425

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<p>8.2.c Use effective verbal and nonverbal communication skills to deliver multimodal presentations.</p>	<p><b>SE/TE:</b> Performance Task: Rehearse with Your Group, 77, 243, 329, 427, 525; Performance-Based Assessment: Oral Presentation, 86, 252, 338; Speech, 436, 534; Speaking and Listening: Monologue, 27; Visual Presentation, 53; Dramatic Reading, 192–193; Multimedia Presentation, 425; Informative Presentation, 477; Research: Multimedia Presentation, 523</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Use Multimedia and Visuals, 318</p>
<p>8.2.d Cite information sources.</p>	<p><b>SE/TE:</b> For related material see: Speaking and Listening, 463; Research, 75, 241; Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Deliver a Multimedia Presentation, 426–427; Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Crediting Sources, 267–268</p>
<p>8.2.e Respond to audience questions and comments.</p>	<p><b>SE/TE:</b> Group Discussion, 65, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Informative Presentation, 477; Debate, 519; Performance Task: Conduct a Debate, 524–525</p>

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<p>8.2.f Differentiate between Standard English and informal language.</p>	<p><b>SE/TE:</b> Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Deliver a Multimedia Presentation, 426–427; Peer Review, 395; also see: Determine Author’s Purpose: Diction and Tone, 517 <b>TE only:</b> Publishing and Presenting, 39, 207; Revising, 300</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Style, 190, 201</p>
<p>8.2.g Evaluate presentations.</p>	<p><b>SE/TE:</b> Performance Task: Present and Evaluate, 77, 243, 427</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Analyzing Information from Different Media, 299–302</p>
<p>8.3 The student will analyze, develop, and produce creative or informational media messages.</p>	
<p>8.3.a Analyze the purpose of information and persuasive techniques used in diverse media formats.</p>	<p><b>SE/TE:</b> Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Deliver a Multimedia Presentation, 426–427; Speaking and Listening: Visual Presentation, 53; Dramatic Reading, 192–193; Multimedia Presentation, 425; Research: Multimedia Presentation, 241 <b>TE only:</b> Analyze Expository Information, 29; Analyzing Visual Metaphors, 232; Analyzing Art, 234, 236; Analyze Video, 385, 521</p>
<p>8.3.b Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p>	<p><b>SE/TE:</b> Media: Graphic Novel, 230–240; Video, 324–327, 520–523 <b>TE only:</b> Analyze Video, 385, 521</p>

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8.3.c Use media and visual literacy skills to create products to express new understandings.	<b>SE/TE:</b> Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Deliver a Multimedia Presentation, 426–427; Speaking and Listening: Visual Presentation, 53; Dramatic Reading, 192–193; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523; Small-Group Performance Task: 76–77, 243, 329
8.3.d Evaluate sources for relationships between intent and factual content.	<b>SE/TE:</b> Analyze the Media, 31, 199, 240, 326, 387, 414, 522
8.3.e Utilize multimedia to clarify information and emphasize differing points of view.	<b>SE/TE:</b> Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243; Deliver a Multimedia Presentation, 426–427; Speaking and Listening: Visual Presentation, 53; Dramatic Reading, 192–193; Multimedia Presentation, 425; Research: Multimedia Presentation, 241
8.3.f Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	<b>SE/TE:</b> Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Speaking and Listening: Persuasive Presentation, 275; Conduct a Debate; also see: Author’s Argument, 283; Persuasive Techniques and Word Choice, 311
8.3.g Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.	<b>SE/TE:</b> For related material see: Research, 53, 75, 241, 411 <b>TE only:</b> Cross-Curricular Perspectives, 128; Media Sources, 243  <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Crediting Sources, 267–268



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<b>Reading</b>	
8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.	
8.4.a Identify and analyze the construction and impact of an author’s use of figurative language.	<p><b>SE/TE:</b> Analyze Word Choice: Figurative Language, 506; Poetic Structures, 423; Persuasive Techniques, 311; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508; Word Choice, 64</p> <p><b>TE only:</b> Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232</p>
8.4.b Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	<p><b>SE/TE:</b> Context Clues, 44, 54, 66, 212, 306, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443; Multiple-Meaning Words, 422, 491</p> <p><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; Multiple-Meaning Words, 16, 99, 419, 423</p>
8.4.c Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.	<p><b>SE/TE:</b> Greek Roots, 72, 272, 292; Latin Root, 292, 516; Greek Suffix, 154; Latin Prefixes, 382; Latin Suffixes, 190, 218, 408, 460; Old English Prefix, 474; Prefixes and Suffixes, 284, 310, 320; Etymology, 505; Synonym and Antonyms, 24, 54, 154, 212, 222, 272, 284,</p> <p><b>TE only:</b> Cognates, 4, 91, 256, 342, 382, 441; Graphic Organizer, 70; Target Word, 489</p>
8.4.d Identify the meaning of common idioms.	<p><b>SE/TE:</b> Background, 401</p> <p><b>TE only:</b> Idioms, 48, 56, 215, 290, 317, 468</p> <p><i>Additional Resources:</i> myPerspectives Plus: Author’s Style: Word Choice-Idioms (9)</p>

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8.4.e Use word-reference materials to determine meanings and etymology.	<p><b>SE/TE:</b> Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 494; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510</p> <p><b>TE only:</b> Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420</p>
8.4.f Discriminate between connotative and denotative meanings and interpret the connotation.	<p><b>SE/TE:</b> Word Choice, 311; Connotation and Denotation, 494; Analyze Craft and Structure, 51, 227, 517; Word Study, 505</p> <p><b>TE only:</b> Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p>
8.4.g Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	<p><b>SE/TE:</b> Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p><b>TE only:</b> Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p>

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8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.	
8.5.a Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Dialogue, 153; Character's Motivation, 189; Point of View in Fiction, 73; Determining Theme, 381; Propelling the Action: Character, 459; Analyze the Text, 152, 189, 380; Comprehension Check, 386; Writing to Sources, 26</p> <p><b>TE only:</b> Analyze Character, 13, 17, 181, 316; Analyze Characterization, 163, 499; Analyze Conflict, 107, 497; Analyze Dialogue, 119, 124, 129, 169, 314, 315; Analyze Setting, 67; Write a Poem, 421</p>
8.5.b Identify cause and effect relationships and their impact on plot.	<p><b>SE/TE:</b> Analyze Cause and Effect, 152; Propelling the Action: Character, 459; Text Structures in Drama, 153</p> <p><b>TE only:</b> Plot, 125; Using Cause and Effect, 506; Close Read, 111; Analyze Plot Development, 127; Analyze Conflict, 149, 365</p> <p><i>Additional Resources:</i> myPerspectives Plus: Analyze Craft and Structure: Cause and Effect Organization; Graphic Organizers: Cause and Effect Map</p>
8.5.c Explain the development of the theme(s).	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Theme, 381; Forms of Poetry, 63; Speaking and Listening, 463</p> <p><b>TE only:</b> Analyze Setting, 67; Close Read, 68, 495; Theme, 73; Write a Poem, 421</p>
8.5.d Explain the use of symbols and figurative language.	<p><b>SE/TE:</b> Analyze Craft and Structure: Symbolism, 23; Analyze Word Choice: Figurative Language, 506; Poetic Structures, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508; Word Chose, 64</p> <p><b>TE only:</b> Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232</p>

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<p>8.5.e Make inferences and draw conclusions based on explicit and implied information using references to the text for support.</p>	<p><b>SE/TE:</b> Draw Conclusions, 22, 380; Character Motivations, 189; Inference, 219; Analyze the Text, 72; Conclude (examples), 102, 105, 108, 121, 127, 137, 164; Performance-Based Assessment Prep, 83; Speaking and Listening, 483 <b>TE only:</b> Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236, 351 366, 385, 419, 452, 497, 499; Infer from Dialogue, 173</p>
<p>8.5.f Identify and analyze characteristics within a variety of genres.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Forms of Poetry, 63; Text Structures in Drama, 153; Mythology, 381; Prepare to Compare: Comparing Interpretations of a Story, 388; Poetic Structures, 423; also see: Short Story, 12, 350, 448; Poetry, 46, 48, 418, 419, 420; Drama, 100, 156, 195; Diary, 212 <b>TE only:</b> Analyze Character, 13, 17, 181, 316; Analyze Characterization, 163, 499; Analyze Conflict, 107, 497; Analyze Dialogue, 119, 124, 129, 169, 314, 315; Analyze Setting, 67</p>
<p>8.5.g Compare/contrast details in literary and informational nonfiction texts.</p>	<p><b>SE/TE:</b> Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509</p>
<p>8.5.h Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.</p>	<p><b>SE/TE:</b> Symbolism, 23; Descriptive Writing, 321; Poetic Structures, 423; Analyze Word Choice: Figurative Language, 506; Forms of Poetry, 63; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505 <b>TE only:</b> Figurative Language, 69, 167, 385; Analyze Dialogue, 119, 124, 129, 169, 314, 315</p>
<p>8.5.i Compare and contrast authors’ styles.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Forms of Poetry, 63; Poetic Structures, 423; Prepare to Compare, 508</p>
<p>8.5.j Use reading strategies to monitor comprehension throughout the reading process.</p>	<p><b>SE/TE:</b> Comprehension Check, 21, 60–61, 71, 151, 187, 198, 241, 379, 421, 457, 505; Analyze the Text, 22, 62, 72, 152, 188, 199, 240, 380, 422, 458, 459, 505; Analyze Craft and Structure (Practice), 23, 63, 73, 153, 189, 381, 423, 459, 506</p>

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8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.	
8.6.a Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	<b>SE/TE:</b> Author's Style: Parallelism, 317; Text Structure: Expository Writing, 473; Present and Discuss, 226, 310, 491; Launch Text: Explanatory Essay, 92; Argument Model, 258, 442; Informational Text, 344; Analyze Craft and Structure, 283, 321, 409, 492 <b>TE only:</b> Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442
8.6.b Apply knowledge of text features and organizational patterns to analyze selections.	<b>SE/TE:</b> Analyze Craft and Structure: Author's Argument, 283; Descriptive Writing, 321; Memoir and Reflective Writing, 409; Connect, 31; Text Structure: Expository Writing, 473 <b>TE only:</b> Organization, 380
8.6.c Skim materials to develop an overview or locate information.	<b>SE/TE:</b> Prepare to Participate in Class Discussion, 463 <b>TE only:</b> Skim, Predict, and Use KWL Chart, 80; Formative Assessment, 323, 509  <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Analyzing Structural Features
8.6.d Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<b>SE/TE:</b> Analyze Craft and Structure: Make Inferences, 227, 271; Conclude (examples), 266, 267, 268, 277, 278, 280, 288; Make Inferences, 290; Performance-Based Assessment Prep, 83 <b>TE only:</b> Infer Key Ideas, 138, 489; Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 489, 511, 514, 521
8.6.e Analyze the author's qualifications, viewpoint, word choice, and impact.	<b>SE/TE:</b> Analyze Craft and Structure: Author's Purpose and Point of View, 227; Conflicting Arguments, 291; Author's Argument, 283; Author's Point of View, 321; Determine Author's Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294; Author's Central Ideas, 409

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8.6.f Analyze details for relevance and accuracy.	<b>SE/TE:</b> Comprehension Check, 49, 61, 217, 225, 269, 281, 289, 309, 319, 407, 471, 515; Analyzing the Text, 50, 62, 218, 226, 270, 282, 290, 310, 320, 408, 472, 491, 516, 520
8.6.g Differentiate between fact and opinion.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Argument, 283; also see: Ban the Ban! Soda’s a Problem but ... 286–290; Analyze Craft and Structure: Conflicting Arguments, 291  <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
8.6.h Identify the main idea.	<b>SE/TE:</b> Analyze Craft and Structure: Central Idea and Supporting Details, 219; Central Idea, 409; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286 <b>TE only:</b> Informational Model, 344
8.6.i Summarize the text identifying supporting details.	<b>SE/TE:</b> Summary, 94, 260, 346, 444; Notebook, 31, 49, 217, 281, 289, 309, 407, 515
8.6.j Identify cause and effect relationships.	<b>SE/TE:</b> Analyze Text Structure: Expository Writing, 473; Analyze Text Structure: Biographical Writing, 492; also see: Close-Read Guide, 81, 247, 333, 431, 529 <b>TE only:</b> Close Read, 81, 247, 333, 431, 529
8.6.k Evaluate, organize, and synthesize information for use in written and other formats.	<b>SE/TE:</b> Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Research, 75, 241, 313, 411, 523
8.6.l Analyze ideas within and between selections providing textual evidence.	<b>SE/TE:</b> Analyze Craft and Structure: Conflicting Arguments, 291; Comprehension Check, 49, 61, 217, 225, 269, 281, 289, 309, 319, 407, 471, 515; Analyzing the Text, 50, 62, 218, 226, 270, 282, 290, 310, 320, 408, 472, 491, 516, 520; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509

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8.6.m Use reading strategies to monitor comprehension throughout the reading process.	<b>SE/TE:</b> Comprehension Check, 49, 61, 217, 225, 269, 281, 289, 309, 319, 407, 471, 515; Analyzing the Text, 50, 62, 218, 226, 270, 282, 290, 310, 320, 408, 472, 491, 516, 520; Analyze Craft and Structure (Practice), 51, 63, 219, 227, 271, 283, 291, 311, 321, 409, 473, 517
<b>Writing</b>	
8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.	
8.7.a Engage in writing as a recursive process.	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an Argument, 478–483; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509
8.7.b Choose intended audience and purpose.	<b>SE/TE:</b> Performance Task: Introduction and Elements of Form: Nonfiction Narrative, 34; Explanatory Essay, 202; Argument, 296; Informative Speech, 390; Argument, 478; Writing to Compare, 32; Brush Up on Your Presentation Techniques, 77; Drafting, 298
8.7.c Use prewriting strategies to generate and organize ideas.	<b>SE/TE:</b> Performance Task: Prewriting/ Planning, 35, 203, 297, 391, 479; Writing to Compare: Prewriting, 32, 200, 294, 388, 508
8.7.d Organize writing structure to fit form or topic.	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an Argument, 478–483; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Write to Sources, 26, 193, 274, 323, 434, 462, 476

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8.7.e Establish a central idea incorporating evidence, maintaining an organized structure and formal style.	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an Argument, 478–483; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Write to Sources, 26, 193, 274, 323, 434, 462, 476
8.7.f Compose a thesis statement for persuasive writing that advocates a position.	<b>SE/TE:</b> Prewriting/ Planning, 297; Write a Working Claim, 479; also see: Thesis Statement, 202, 260; Topic Sentence, 347; Topic Sentence, 204; Writing to Sources, Argumentative Essay, 476
8.7.g Clearly state and defend a position with reasons and evidence, from credible sources.	<b>SE/TE:</b> Performance Task: Write an Argument, 296–301; Write an Argument, 478–483; Writing to Sources: Argument, 335, 532–533
8.7.h Identify a counterclaim and provide a counter - argument.	<b>SE/TE:</b> Write a Strong Claim, 295; Elements of an Argument, 296, 478; Consider Possible Counterclaims, 297; Review Evidence for an Argument, 335; Prewriting, 479; Revising, 482; Peer Review, 483; Writing to Sources: Argument, 532–533 <b>TE only:</b> Author’s Perspective, 204
8.7.i Distinguish between fact and opinion to support a position.	<b>SE/TE:</b> For related material see: Performance Task: Write an Argument, 296–301; Write an Argument, 478–483; Writing to Sources: Argumentative Essay, 274–275  <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
8.7.j Organize information to provide elaboration and unity.	<b>SE/TE:</b> Revising for Focus and Organization, 38, 206, 300, 394, 482; Elements of an Explanatory Essay, 202; Organize Ideas and Evidence, 298; Elements of an Argument, 478 <b>TE only:</b> Organization, 479



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8.7.k Develop and modify the central idea, tone, and voice to fit the audience and purpose.	<b>SE/TE:</b> Draft a Working Thesis, 203; Write a Strong Claim, 295; Form a Thesis, 509; Writing to Sources: Retelling, 26; Provide a Strong Introductory Statement, 394; Consider Central Ideas, 391; Drafting, 33, 36, 201, 202, 298, 389, 392, 480
8.7.l Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	<b>SE/TE:</b> Performance Task: Revising, 38, 206, 300, 394, 482; Combining with Conjunctions, 205; Transitions, 389; Reviewing, Revising, and Editing, 389; Review, Revise, and Edit, 33, 295, 509
8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	
8.8.a Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	<b>SE/TE:</b> Sentences Structure, 293, R58; Transitions, 37, 389, 394; Combining with Gerunds and Participles, 481; Review, Revise, and Edit, 33, 295, 509; Editing and Proofreading, 39, 207, 301, 395, 483, 509; Reviewing, Revising, and Editing, 389
8.8.b Correctly use pronouns in prepositional phrases with compound objects.	<b>SE/TE:</b> Conventions: Pronoun Case, 410; Grammar Handbook, R56, R60; also see: Editing, 39, 207, 301, 395, 483
8.8.c Use a variety of sentence structures to infuse sentence variety in writing.	<b>SE/TE:</b> Sentences Structure, 293, R58; Review, Revise, and Edit, 33, 295, 509; Editing and Proofreading, 39, 207, 301, 395, 483, 509; Reviewing, Revising, and Editing, 389
8.8.d Maintain consistent verb tense across paragraphs.	<b>SE/TE:</b> Verb Tense, 191, 228; Verbs: Mood, 52; The Tenses of Verbs, R60 <b>TE only:</b> How Language Works, 165
8.8.e Use comparative and superlative degrees in adverbs and adjectives.	<b>SE/TE:</b> Adjectives & Adverbs, 322, 461, 475, 507; Grammar Handbook, R56, R60
8.8.f Use quotation marks with dialogue and direct quotations.	<b>SE/TE:</b> Gather Evidence, 53; Proofread for Accuracy, 39, 207; Exact Quotations, 203; Paraphrase, 313; Add Details, 509; Grammar Handbook, R63 <b>TE only:</b> English Language Support: Dialogue, 317; Summary, 260

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8.8.g Use correct spelling for frequently used words.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483; Review, Revise, and Edit, 33, 295, 389; Editing and Proofreading, 301; also see: Conventions: Proper Nouns, 273; Capitalization, 475
<b>Research</b>	
8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.	
8.9.a Formulate and revise questions about a research topic.	<b>SE/TE:</b> Research, 21, 151, 187, 198, 217, 239, 269, 281, 289, 379, 471, 515; Draft a Research Plan, 346; Generating Research Questions, R24  <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Researching to Answer a Question, 259–261
8.9.b Collect and synthesize information from multiple sources.	<b>SE/TE:</b> Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Draft a Research Plan, 346; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 <b>TE only:</b> Cross-Curricular Perspectives, 6, 23, 69, 92, 98, 128, 140, 159, 238, 277, 287, 307, 344, 370, 401
8.9.c Evaluate and analyze the validity and credibility of resources.	<b>SE/TE:</b> Evaluate Your Evidence, 433; Evaluate the Strength of Your Evidence, 335, 531; Gather Evidence, 426; Research, 75, 313, 411, 523; Reviewing Research Findings, R28–R29 <b>TE only:</b> Media Sources, 243

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<p>8.9.d Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</p>	<p><b>SE/TE:</b> Research, 75, 241, 313, 411, 523; Plan With Your Group, 76; Prewriting, 32, 203, 297; Consulting Print and Digital Sources, R25; Formats for Citing Sources, R32–R33 <b>TE only:</b> Performance Based-Assessment Prep, 79, 245, 331, 429, 527</p>
<p>8.9.e Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.</p>	<p><b>SE/TE:</b> Research, 213, 313; Use a Direct Quotation, 479; Consulting Print and Digital Sources, R25; Formats for Citing Sources, R32–R33 <b>TE only:</b> Performance Based-Assessment Prep, 79, 245, 331, 429, 527</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Crediting Sources, 267–268</p>
<p>8.9.f Quote, summarize and paraphrase research findings.</p>	<p><b>SE/TE:</b> Research, 75, 241, 313, 411, 523; Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515</p>
<p>8.9.g Publish findings and respond to feedback.</p>	<p><b>SE/TE:</b> Research, 75, 241, 313, 411, 523; Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515</p>
<p>8.9.h Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p>	<p><b>SE/TE:</b> Research, 75, 241; Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Crediting Sources, 267–268</p>

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<p>8.9.i Demonstrate ethical use of the Internet.</p>	<p><b>SE/TE:</b> Research, 53, 75, 241, 411  <b>TE only:</b> Cross-Curricular Perspectives, 128; Media Sources, 243</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Crediting Sources, 267–268</p>