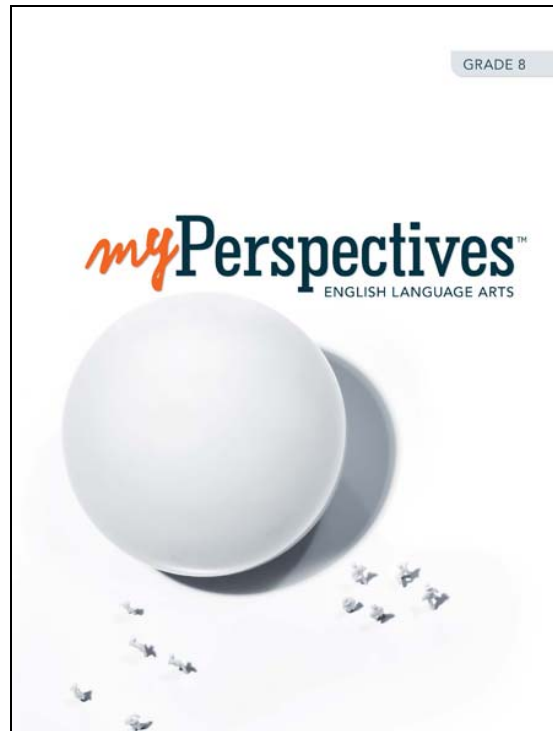


A Correlation of

myPerspectives

Grade 8, ©2017



To the

Virginia

English Standards of Learning

Grade 8



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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title and page number.

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

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

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

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Grade Eight	
Communication: Speaking, Listening, Media Literacy	
8.1 The student will use interviewing techniques to gain information.	
a) Prepare and ask relevant questions for the interview.	SE/TE: Prewriting/ Planning, 35; Rehearse With Your Group, 243 TE only: Personalize for Learning, 228; Digital Perspectives, 267
b) Make notes of responses.	SE/TE: Use of Interviews for Evidence, 35; Rehearse With Your Group, 243 TE only: Personalize for Learning, 228; Digital Perspectives, 267
c) Compile, accurately report, and publish responses.	SE/TE: Prewriting/ Planning, 35; Rehearse With Your Group, 243; also see: Online Selections: Television Transcript: <i>Saving the Children</i> , 245 TE only: Personalize for Learning, 228; Digital Perspectives, 267
d) Evaluate the effectiveness of the interview.	SE/TE: Use of Interviews for Evidence, 35; Rehearse With Your Group, 243; also see: Online Selections: Television Transcript: <i>Saving the Children</i> , 245 TE only: Personalize for Learning, 228; Digital Perspectives, 267
8.2 The student will develop and deliver oral presentations in groups and individually.	
a) Choose topic and purpose appropriate to the audience.	SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.	SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Speaking and Listening: Monologue, 27; Comparing Video with Text, 32; Visual Presentation, 53; Dramatic Reading, 193; Multimedia Presentation, 425

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c) Use appropriate verbal and nonverbal presentation skills.	SE/TE: Performance Task: Rehearse With Your Group, 77, 243, 329, 427, 525; Speaking and Listening: Oral Presentation, 86, 252, 338, 436, 534; Speaking and Listening: Monologue, 27; Visual Presentation, 53; Dramatic Reading, 193; Multimedia Presentation, 425; Small-Group Learning Strategies, 40; Multimedia Presentation, 241; Presentation, 523
d) Respond to audience questions and comments.	SE/TE: Group Discussion, 65, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Debate, 519
e) Differentiate between standard English and informal language.	SE/TE: Performance Task: Nonfiction Narrative, 76–77; Explanatory Essay, 242–243; Argument, 328–329; Informative Multimedia Presentation, 426–427; Small Group Debate, 524–525; also see: Determine Author’s Purpose: Diction and Tone, 517 TE only: Publishing and Presenting, 39, 207; Revising, 300
f) Critique oral presentations.	SE/TE: Performance Task: Present and Evaluate, 77, 243, 329, 427, 525
g) Assume shared responsibility for collaborative work.	SE/TE: Performance Task: Conduct a Small Group Debate, 524–525; Group Discussion, 65, 229, 327, 415; Class Discussion, 463; Preparing for the Debate, 519; Performance Task: Rehearse With Your Group, 77, 243, 329, 427
h) Use a variety of strategies to listen actively.	SE/TE: Performance Task: Present and Evaluate, 77, 243, 329, 427, 525; Class Discussion, 463, 477; Debate, 32, 444, 519, 522, 523; 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

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8.3 The student will analyze, develop, and produce creative or informational media messages.	
a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.	SE/TE: Analyze the Media, 31, 199, 240, 326, 387, 414, 522 TE only: Analyze Expository Information, 29; Analyzing Visual Metaphors, 232; Analyzing Art, 234, 236; Analyze Video, 385, 521
b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	SE/TE: Media: Graphic Novel, 230–240; Video, 324–327, 520–523 TE only: Analyze Video, 385, 521
c) Use media and visual literacy skills to create products that express new understandings.	SE/TE: Performance Task: Present an Informative Multimedia Presentation, 426–427; Small-Group Performance Task: 76–77, 243, 329; Reflect on the Unit: 87; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523
d) Evaluate sources for relationships between intent and factual content.	SE/TE: Analyze the Media, 31, 199, 240, 326, 387, 414, 522
Reading	
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.	
a) Identify and analyze an author’s use of figurative language.	SE/TE: Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508 TE only: Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	SE/TE: Context Clues, 44, 54, 66, 212, 306, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443 TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500; Word Study, 24; Strategic Support, 118; Vocabulary Development, 162, 494; Unfamiliar Words, 280

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c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	SE/TE: 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 TE only: Cognates, 4, 91, 256, 342, 382, 441
d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.	SE/TE: Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 494; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510 TE only: Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420
e) Discriminate between connotative and denotative meanings and interpret the connotation.	SE/TE: Word Choice, 311; Connotation and Denotation, 494; Analyze Craft and Structure, 51, 227, 517; Word Study, 505 TE only: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	SE/TE: Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491 TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469

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8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	
a) Explain the use of symbols and figurative language.	SE/TE: Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508 TE only: Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	SE/TE: Draw Conclusions, 22, 380; Make Inferences, 23; Conclude (examples), 102, 105, 108, 121, 127, 137, 164 TE only: Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236, 351 366, 385, 419, 452, 497, 499; Infer from Dialogue, 173
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	SE/TE: Analyze Craft and Structure: Analyze Dialogue, 153; Character's Motivation, 189; Analyze Theme, 73; Determining Theme, 381; Plot, 459 TE only: 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
d) Understand the author's use of conventional elements and characteristics within a variety of genres.	SE/TE: Analyze Craft and Structure: Forms of Poetry, 63; Mythology, 381; Prepare To Compare: Comparing Interpretations of a Story, 388; also see: Short Story, 12, 350, 448; Poetry, 46, 48, 418, 419, 420; Drama, 100, 156, 195; Diary, 212 TE only: 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

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e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	SE/TE: Symbolism, 23; Descriptive Writing, 321; Determine Figurative Meaning: Sound Devices, 423; Determine Figurative Meaning: Sound Devices, 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 TE only: Figurative Language, 69, 167, 385; Analyze Dialogue, 119, 124, 129, 169, 314, 315
f) Compare and contrast authors' styles.	SE/TE: Analyze Craft and Structure: Forms of Poetry, 63; Prepare to Compare, 508
g) Identify and ask questions that clarify various viewpoints.	SE/TE: Analyze the Text, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505
h) Identify the main idea.	SE/TE: Analyze Craft and Structure: Analyze Theme, 73; Determining Theme, 381; Small-Group Performance Task: Present an Informative Multimedia Presentation, 426–427; Reflect, 248; Critical Review, 462; Notebook, 71 TE only: Author's Perspective, 24, 42; Analyze Setting, 67; Small-Group Reading, 68, 316, 495; Analyze Dialogue, 124; Challenge, 421; Writing a Summary, 430
i) Summarize text relating supporting details.	SE/TE: Summary, 8; Notebook, 21, 61, 71, 151, 198, 239, 319, 379, 457, 504
j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	SE/TE: Analyze Craft and Structure: Forms of Poetry, 63; Mythology, 381; Prepare To Compare: Comparing Interpretations of a Story, 388; also see: Short Story, 12, 350, 448; Poetry, 46, 48, 418, 419, 420; Drama, 100, 156, 195; Diary, 212
k) Identify cause and effect relationships.	SE/TE: Analyze Cause and Effect, 152 TE only: Plot, 125; Using Cause and Effect, 506

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l) Use prior and background knowledge as a context for new learning.	SE/TE: For related material see: First Read, 12, 54, 66, 100, 156, 350, 416, 448, 494 TE only: Jump Start, 12, 54, 66, 100, 156, 350, 416, 448, 494
m) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: Analyze the Text, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505
8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.	
a) Draw on background knowledge and knowledge of text structure to understand selections.	SE/TE: For related material see: First Read, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510 TE only: Jump Start, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	SE/TE: Analyze Craft and Structure: Make Inferences, 271; Conclude (examples), 266, 267, 268, 277, 278, 280, 288 TE only: 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
c) Analyze the author's qualifications, viewpoint, and impact.	SE/TE: Analyze Craft and Structure: Author's Purpose and Point of View, 227; Summarize, 291; Determine Author's Perspective, 283; Determine Author's Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294
d) Analyze the author's use of text structure and word choice.	SE/TE: Connotation and Denotation, 494; Tone, 51; Word Choice, 220; Persuasive Techniques, 311; Analyze Text Structure: Expository Writing, 473; Determine Author's Purpose: Diction and Tone, 517; Concept Vocabulary, 50, 54, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 412, 414, 464, 474, 494, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491 TE only: Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469

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e) Analyze details for relevance and accuracy.	SE/TE: Analyzing the Text, 50, 62, 218, 226, 227, 270, 271, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 520
f) Differentiate between fact and opinion.	SE/TE: Analyze Craft and Structure: Evaluate Author’s Argument, 283; Fact and Opinion, 206; also see: Soda Ban: What About Personal Choice? 286–291
g) Identify the main idea.	SE/TE: Analyze Craft and Structure: Main Idea and Supporting Details, 219; Determine Main Idea and Supporting Details, 291; Practice, 283; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286 TE only: Informational Model, 344
h) Summarize the text identifying supporting details.	SE/TE: Summary, 94, 260, 346, 444; Notebook, 31, 49, 217, 281, 289, 309, 407, 515
i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	SE/TE: Author’s Style: Parallelism, 317; Analyze Text Structure: Expository Writing, 473; Present and Discuss, 226, 310, 491; Launch Text: Explanatory Essay, 92; Argument Model, 258, 442; Informational Text, 344 TE only: Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442
j) Identify cause and effect relationships.	SE/TE: Analyze Craft and Structure: Recognize Text Structure, 271; Analyze Text Structure: Expository Writing, 473; Analyze Text Structure: Biographical Writing, 492; also see: Close-Read Guide, 81, 247, 333, 431, 529 TE only: Close Read, 81, 247, 333, 431, 529
k) Evaluate, organize, and synthesize information for use in written and oral formats.	SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515
l) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: Analyzing the Text, 50, 62, 218, 226, 227, 270, 271, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 520

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Writing	
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.	
a) Identify intended audience.	SE/TE: Performance Task: Introduction and Elements of Form: Nonfiction Narrative, 34; Explanatory Essay, 202; Argument, 296; Informative Speech, 390; Argument, 478
b) Use prewriting strategies to generate and organize ideas.	SE/TE: Performance Task: Prewriting/Planning, 35, 203, 297, 391, 479
c) Distinguish between a thesis statement and a topic sentence.	SE/TE: Thesis Statement, 202, 260; Topic Sentence, 347; Topic Sentence, 204; Review Evidence for Forms of Writing (Topic Sentence), 83, 249, 433 TE only: Prewriting/Planning, 203; Project Plan, 411
d) Organize details to elaborate the central idea and provide unity.	SE/TE: Revising for Purpose and Organization, 38, 206, 300, 394, 482; Argumentative Essay, 295, 476, 509; Comparison-and-Contrast Essay, 389; Explanatory Essay, 202, 249; Informative Essay, 433; Problem-and-Solution Essay, 296; Nonfiction Narrative, 34; Informative Speech, 390
e) Select specific vocabulary and information for audience and purpose.	SE/TE: Revising for Precise Language, 38; Revising for Relevant, Logical Evidence, 300; Using Language to Make Connections, 482; Facts and Details, 203, 479; Evidence, 274, 476
f) Use interview quotations as evidence.	SE/TE: Use of Interviews for Evidence, 35; Rehearse With Your Group, 243 TE only: Personalize for Learning, 228; Digital Perspectives, 267
g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	SE/TE: Performance Task: Revising, 38, 206, 300, 394, 482; Combining with Conjunctions, 205; Transitions, 389

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h) Use computer technology to plan, draft, revise, edit, and publish writing.	SE/TE: Writing to Sources: Video Review, 33; Multimedia Presentation, 241; Give Evidence with Media Examples, 76, 242; Publishing and Presenting, 301; Speaking and Listening: Multimedia Presentation, 425; Performance Task: Present an Informative Multimedia Presentation, 426–427 TE only: Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan With Your Group, 242
8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	SE/TE: Sentences Structure, 293; Sentences: Combining with Gerunds and Participles, 481; Drafting, 36, 204, 298, 392, 480; also see: Editing, 39, 207, 301, 395, 483
b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	SE/TE: Transitions, 37, 389, 394; Combining with Gerunds and Participles, 481; Sentences Structure, 293; also see: Editing, 39, 207, 301, 395, 483
c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.	SE/TE: Conventions: Pronoun Case, 410; Grammar Handbook, R54; also see: Editing, 39, 207, 301, 395, 483
d) Maintain consistent verb tense across paragraphs.	SE/TE: Verb Tense, 191, 228; Verbs: Mood, 52; The Tenses of Verbs, R57 TE only: How Language Works, 165
e) Use comparative and superlative degrees in adverbs and adjectives.	SE/TE: Adjectives & Adverbs, 322, 461, 475, 507; Grammar Handbook, R54
f) Use quotation marks with dialogue and direct quotations.	SE/TE: Gather Evidence, 53; Proofread for Accuracy, 57; Grammar Handbook, R60 TE only: English Language Support: Dialogue, 317
g) Use correct spelling for frequently used words.	SE/TE: Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483

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Research	
8.9 The student will apply knowledge of appropriate reference materials to produce a research product.	
a) Collect and synthesize information from multiple sources including online, print and media.	SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 TE only: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470
b) Evaluate the validity and authenticity of texts.	SE/TE: 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
c) Use technology as a tool to research, organize, evaluate, and communicate information.	SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	SE/TE: Conducting Research, R24–R33; Research, 75, 313, 411, 523; Evaluate Your Evidence, 433; Evaluate the Strength of Your Evidence, 335, 531
e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	SE/TE: Research, 75, 313, 411, 523; Consulting Print and Digital Sources, R25; Formats for Citing Sources, R32–R33 TE only: Performance Based-Assessment Prep, 79, 245, 331, 429, 527
f) Publish findings and respond to feedback.	SE/TE: Research, 75, 313, 411, 523; 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

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<p>g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>SE/TE: Research, 75, 411, 523; Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34</p>