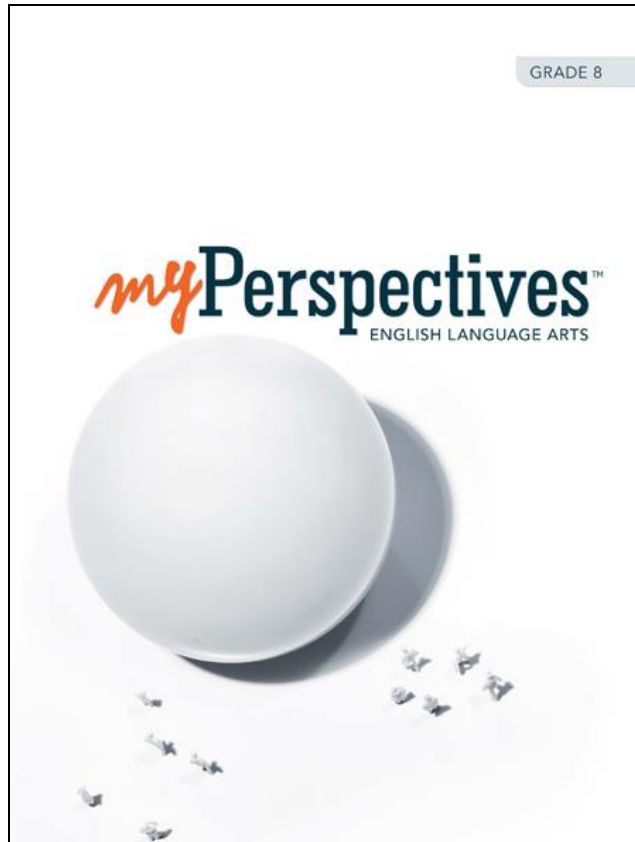


## A Correlation of



**Grade 8, ©2017**

To the

**North Carolina  
Standard Course of Study  
for English Language Arts  
Grade 8**

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

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North Carolina Standard Course of Study for English Language Arts**

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 8
<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>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 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><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 15–16, 22  <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Archetypal Theme; Theme</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</b> <b>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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 28–29, 35</p>

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<p><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.</p>	
<p><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>	<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><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 41–42, 48  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt;Sound Devices, Rhyme;  <i>myPerspectives Plus ELA</i>&gt; Academic Vocabulary and Word Study</p>
<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.</p>	
<p><b>RL.8.5 Compare and contrast</b> 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>	<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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 54–55</p>

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<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 Analyze</b> 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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 61–62  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt;Character and Characterization; Point of View</p>
<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.	<p><b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act II, 192–193; from <i>Flowers for Algernon</i> (script), 387</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 68–69</p>
<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.	
<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.	<p><b>SE/TE:</b> “<i>Flowers for Algernon</i>,” 381; “<i>To Fly</i>,” 473;  <b>TE only:</b> Analyze Allusion, 49</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt; Reading Skills and Literary Analysis&gt;Archetypal Theme; Contemporary Interpretations of Classical Works</p>

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<p><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.</p>	
<p><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.</p>	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:  <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</p> <p>Also see: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 81, 247, 333, 431, 529  <i>“Translating Grandfather’s House,”</i> 58; <i>“The Setting Sun and the Rolling World,”</i> 67; <i>“Flowers for Algernon,”</i> 351; from <i>Flowers for Algernon (script)</i>, 385; <i>“Retort,”</i> 418; from <i>The People, Yes</i>, 420; <i>“Uncle Marcos,”</i> from <i>The House of the Spirits</i>, 449</p> <p><b>Digital Resources</b>  <i>myPerspectives ELA National Grade 7</i>&gt;  Independent-Learning Selections&gt;  <b>Unit 1</b>&gt;<i>“The Winter Hibiscus,”</i>  <b>Unit 3</b>&gt;<i>“The Unknown Citizen,”</i>  <b>Unit 5</b>&gt;from <i>The Time Machine</i>, <i>“Icarus and Daedalus”</i></p>

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 8
<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>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 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:</b> <b>[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><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 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><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 116–117</p>

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<p><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.</p>	
<p><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>	<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><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 123–124, 130  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Analysis Skills</p>
<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.</p>	
<p><b>RI.8.5</b> <b>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>	<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><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 136–137</p>
<p><b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p><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>	<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; “25 Years Later, Hubble Sees Beyond Troubled Start,” 517</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 143–144, 150</p>



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<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.	<p><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</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 156–157</p>
<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.	<p><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</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 163–164</p>
<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.	<p><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</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 170–171</p>

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<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.	
<p><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>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</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>Also see: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 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”</p> <p><b>Digital Resources</b> <i>myPerspectives ELA National Grade 7</i>&gt; Independent-Learning Selections&gt; <b>Unit 1</b>&gt; “Cub Pilot on the Mississippi,” from <i>I Know Why the Caged Bird Sings</i>, “Quinceañera Birthday Bash Preserves Tradition, <b>Unit 2</b>&gt; “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”</p>

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<b>WRITING</b>	
<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.	
<b>W.8.1</b> Write <b>arguments</b> to support <b>claims</b> with clear reasons and relevant <b>evidence</b> .	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 274 “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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 185–195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 185–195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</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><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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 186–189  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>

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<p>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.</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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 187–189  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
<p>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>.</p>	<p><b>SE/TE:</b> “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Tasks, 298, 482;</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 190  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
<p>e. Establish and maintain a <b>formal</b> style.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 298, 300</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 190  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” <b>274</b>; Whole-Class Performance Task, 482</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 190  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>

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<p>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.</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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 185–195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-Middle School</p>
<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</p> <p>Also see: “<i>The Medicine Bag</i>” / “<i>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 “<i>Blue Nines and Red Words</i>,” 411</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 196–207  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-Middle School</p>

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<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;</p> <p>Also see: “<i>The Medicine Bag</i>” / “<i>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 “<i>Blue Nines and Red Words</i>,” 411</p> <p><b>Digital Resources</b> myPerspectives Plus ELA&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-Middle School</p>
<p>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.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 242–243; 426–427</p> <p>Also see: “<i>The Medicine Bag</i>” / “<i>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</p> <p><b>Digital Resources</b> myPerspectives Plus ELA&gt;Standards Practice&gt;Common Core Companion Workbook, 200</p>
<p>c. <b>Develop</b> the topic with relevant, well-chosen facts, definitions, <b>concrete details</b>, quotations, or other information and examples.</p>	<p><b>SE/TE:</b> <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from “<i>Blue Nines and Red Words</i>,” 411; Whole-Class Performance Tasks, 203–204, 391</p> <p>Also see: from <i>Maus</i>, 241; from <i>Flowers for Algernon (script)</i>, 388</p>
<p>d. Use appropriate and varied <b>transitions</b> to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 206, 394</p> <p><b>Digital Resources</b> myPerspectives Plus ELA&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 200</p>

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e. Use precise language and <b>domain-specific vocabulary</b> to inform about or explain the topic.	<p><b>SE/TE:</b> from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 201</p>
f. Establish and maintain a <b>formal</b> style.	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 201</p>
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><b>SE/TE:</b> <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 201; from <i>Flowers for Algernon</i> (script), 389; Whole-Class Performance Task, 204</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 202</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><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</p> <p>Also see: “<i>The Medicine Bag</i>” / “<i>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</i> (script), 388–389; from <i>Maus</i>, 241; from “<i>Blue Nines and Red Words</i>,” 411</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-Middle School; <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 196–207</p>

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<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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-Middle School  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-Middle School  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 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;</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 209-212</p>
<p>c. Use narrative techniques, such as <b>dialogue</b>, <b>pacing</b>, <b>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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 212, 215  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-Middle School</p>



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<p>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>.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 37, (TE) 38</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 213</p>
<p>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>.</p>	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Whole-Class Performance Task, 38</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 209, 210, 212 <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-Middle School</p>
<p>f. Provide a conclusion that follows from and reflects on the narrated experiences or <b>events</b>.</p>	<p><b>SE/TE:</b> Understanding Story Structure, 35; Whole-Class Performance Task, 36, 38</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 214</p>
<p>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.</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</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 208-218 <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-Middle School</p>

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<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.	<p><b>SE/TE:</b> Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; “Sounds of a Glass Armonica,” 523</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 239–240, 246  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;The Writing Process-Middle School  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;<i>Interactive Research Lesson</i>&gt;Integrating Quotations, Citations, and Images-Middle School  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Interactive Whiteboard Activity&gt;Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School&gt;Interactive Whiteboard Activity: Informative / Explanatory-Middle School</p>
<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;</p> <p>Also see: “<i>The Setting Sun and the Rolling World</i>,” 75; from <i>Maus</i>, 241; “<i>Words Do Not Pay</i>,” 313; from <i>Follow the Rabbit-Proof Fence</i>, 323; “<i>To Fly</i>,” 477; “<i>25 Years Later, Hubble Sees Beyond Troubled Start</i>,” 519</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook 252–253, 256  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Research Lesson&gt;Sources and Evidence-Middle School</p>

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<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;</p> <p>Also see: “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 259-272  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Research Lesson&gt;Integrating Quotations, Citations, and Images-Middle School  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Research Lesson&gt;Sources and Evidence-Middle School</p>
<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.	
<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><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>Also see: “Retort” / from <i>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</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 292-298</p>

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<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>Also see: "Retort" / from <i>The People, Yes</i>, 425; "Uncle Marcos," 463; "Sounds of a Glass Armonica," 523; <i>Small-Group Performance Tasks</i>, 328, 426, 525</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 292-298</p>
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 229; <i>Small-Group Performance Task</i>, 426, 524</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 292-298</p>
<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>	<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>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.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 292-298</p>

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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; <i>The Moth Presents: Aleeza Kazmi</i>, 327; <i>Small-Group Performance Tasks</i>, 427, 525</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 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; <i>The Moth Presents: Aleeza Kazmi</i>, 326, 327</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 299–300</p>
<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.	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 275; “25 Years Later, Hubble Sees Beyond Troubled Start,” 519; <i>Small-Group Performance Task</i>, 525</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 304–307</p>
<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.	<p><b>SE/TE:</b> “The Medicine Bag,” 27; “Barrington Irving, Pilot and Educator,” 275; “To Fly,” 477; <i>Small-Group Performance Tasks</i>, 77, 243</p> <p>Also see: <i>Small-Group Performance Tasks</i>, 329, 427, 525</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 310–316 <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening: Giving a Presentation-Middle School</p>

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<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  Also see: Small-Group Performance Tasks, 243, 426–427
<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.	<b>SE/TE:</b> “Uncle Marcos,” 461–462; Whole-Class Performance Tasks, 299–301, 393–395, 481–483 Grammar Handbook, R56–R62  Also see: “ <i>The Medicine Bag</i> ,” 25; “ <i>You Are the Electric Boogaloo</i> ” / “ <i>Just Be Yourself!</i> ”, 52; “ <i>The Setting Sun and the Rolling World</i> ,” 74; <i>The Diary of Anne Frank, Act I</i> , 155; <i>The Diary of Anne Frank, Act II</i> , 191; <i>Acceptance Speech for the Nobel Peace Prize</i> , 228; “ <i>Barrington Irving, Pilot and Educator</i> ,” 273; “ <i>Three Cheers for the Nanny State</i> ,” 285; “ <i>Ban the Ban! / Soda’s a Problem but...</i> ,” 293; “ <i>Words Do Not Pay</i> ,” 312; from <i>Follow the Rabbit-Proof Fence</i> , 322; “ <i>Flowers for Algernon</i> ,” 383; from “ <i>Blue Nines and Red Words</i> ,” 410; “ <i>Retort</i> ” / from <i>The People, Yes</i> , 424; from <i>The Invention of Everything Else</i> , 507; Whole-Class Performance Task, 205–207  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Conventions

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<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>Also see: “Three Cheers for the Nanny State,” 285; “Ban the Ban!” / “Soda’s a Problem but...”, 293; <i>Whole-Class Performance Tasks</i>, 39, 205–207, 301, 395, 481, 483</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Conventions</p>
<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> <i>Whole-Class Performance Tasks</i>, 37–39, 205–207, 299–301, 393–395, 481–483</p> <p>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 <i>Whole-Class Learning</i> text selections.</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; <i>Whole-Class Performance Task</i>, 393</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 341–342 <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Grammar Tutorials&gt;Active and Passive Voice Grammar Tutorial</p>

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<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>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p> <p>Also see: “<i>Hanging Fire</i>” / “<i>Translating Grandfather’s House</i>,” 54, 59, 62; <i>Anne Frank: The Diary of a Young Girl</i>, 212, 214, 215, 218; “<i>Words Do Not Pay</i>,” 306, 308, 310; from <i>Follow the Rabbit-Proof Fence</i>, 314–316, 319, 320; from “<i>Blue Nines and Red Words</i>,” 400, 403, 404, 408; “<i>Retort</i>” / from <i>The People, Yes</i>, 416, 419, 422; “<i>Nikola Tesla: The Greatest Inventor of All</i>,” 488–491, <i>The Invention of Everything Else</i>, 494, 500–502, 505; “<i>25 Years Later, Hubble Sees Beyond Troubled Start</i>,” 510, 512, 513, 516</p>



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<b>CCR Anchor Standard L.5</b> – Demonstrate understanding of figurative language and nuances in word meanings.	
<b>L.8.5</b> Demonstrate understanding of <b>figurative language</b> and <b>nuances</b> in word <b>meanings</b> .	<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>Also see: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 51; <i>The Diary of Anne Frank, Act I</i>, 154; <i>The Diary of Anne Frank, Act II</i>, 167; “Three Cheers for the Nanny State,” 284</p> <p><b>Digital Resources</b> <i>myPerspectives ELA Plus</i>&gt;Reading and Literary Analysis:&gt;Figurative Language</p>
a. Interpret figures of speech in <b>context</b> based on grade 8 reading and content.	<p><b>SE/TE:</b> “The Medicine Bag,” 23; <i>The Diary of Anne Frank, Act II</i>, 167, “To Fly,” 473; from <i>The Invention of Everything Else</i>, 506</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 351–352; <i>myPerspectives Plus ELA</i>&gt;Reading and Literary Analysis&gt;Figurative Language</p>
b. Distinguish among the <b>connotations</b> of words with similar <b>denotations</b> .	<p><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</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook, 355–356</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 8
<p><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.</p>	
<p><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.</p>	<p><b>SE/TE:</b> “Apache Girl’s Right of Passage,” 28, 31; from <i>Maus</i>, 230, 240; Unit Introductions, 5, 91</p> <p>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.</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook,, 357–358  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Study</p>