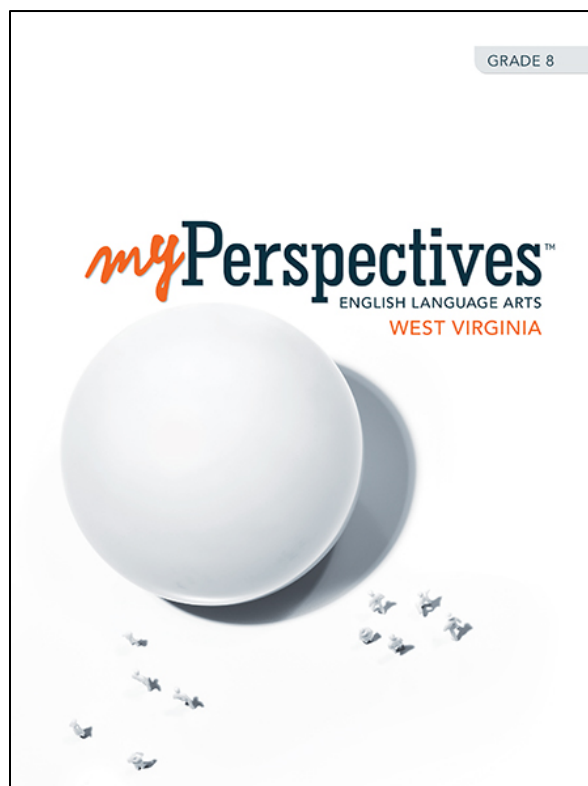


An Alignment of
myPerspectives English Language Arts
West Virginia
Grade 8, ©2022



To the
West Virginia Evaluation Criteria
Grade 8

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NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 8

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p><i>myPerspectives</i> adheres to the WV Board of Education Policy 2445.41 The program provides students with the opportunity to read widely, across time periods, genres, cultures, and diverse backgrounds. Students read about and explore different cultures, read texts from diverse perspectives, and make connections to real-world events and issues. The program brings together texts, media, and audio from diverse authors and sources that are thought-provoking, relevant, and relatable. As they read, view, or listen, students are able to see themselves in the texts because the texts include themes, illustrations, and characters familiar to them, written by authors of a variety of ethnicities and experiences, or ask questions that allow students to talk back to the text and critically analyze the piece from a multicultural lens. The program integrates social diversity throughout the lessons, concepts, content and illustrations, and is designed to reflect our society and be relevant in today’s world so students are exposed to multiple perspectives and a variety of selections that are important for their development as knowledgeable, thoughtful, and critical thinkers.</p>

		<p>(Continued) 1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>(Continued) <u>Student Edition / Teacher Edition Examples:</u> <i>“Apache Girl’s Rite of Passage,”</i> 28 <i>“The Setting Sun and the Rolling World,”</i> 66 <i>The Diary of Anne Frank, Act I & II, 100, 156</i> <i>” Anne Frank: The Diary of a Young Girl, 212</i> <i>“Barrington Irving, Pilot and Educator,”</i> 264 <i>“Uncle Marcos,”</i> 448 Photographs, 29, 48, 56, 71, 101, 139, 246A, 253, 254, 265, 307, 325 SE/TE: “Research: Informational Report (Zimbabwe), 75</p>
		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>The texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide range of perspectives on important and broad themes. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations/ experiences, insights, viewpoints, readability, and diversity. The program integrates diversity, multiple perspectives and viewpoints throughout the lessons, and is designed to reflect a multicultural society and be relevant in today’s world.</p> <p>Resources in the program strive to accurately portray diverse ideas within our society as well as diversity within groups and do not seek to promote one worldview over another nor take a stance on political agendas. The program uses language that is appropriate and respectful of diverse ideas in the writing, editing, illustration, and design of content and makes distinction between frame of reference, provides context and background for texts, as well as addresses bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>“The Medicine Bag,”</i> 12 <i>“Apache Girl’s Rite of Passage,”</i> 28 <i>“The Setting Sun and the Rolling World,”</i> 66 <i>The Diary of Anne Frank, Act I & II, 100, 156</i> <i>” Anne Frank: The Diary of a Young Girl, 212</i> <i>“Barrington Irving, Pilot and Educator,”</i> 264 <i>“Flowers for Algernon,”</i> 350 <i>“Uncle Marcos,”</i> 448</p>

		<p>(Continued)</p> <p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>(Continued)</p> <p>Analyze Craft and Structure: Author’s Argument, 283; Close Read the Text & Analyze the Text, 290; Conflicting Arguments, 291 Whole-Class Performance Task: Write an Argument, 296–301, 478–483; Writing to Sources: Drama Review, 193; Critical Review, 462; Argumentative Essay, 274, 476; Writing to Compare, 294–295; Assessment: Argument, 336, 531</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p><i>myPerspectives</i> provides blended print and digital components to support student learning. The Student Edition is in print (hardcover or consumable) and online. The Student Edition includes all texts and standards-aligned instruction. Students can use technology to interact with text and complete activities, or they can use a write-in consumable. Students can take notes, highlight, view videos, and listen to audio directly in the digital Student Edition to make interaction with text more meaningful.</p> <p>Supporting components for differentiation are online and can be assigned or printed as needed through Savvas Realize.</p> <p>Teacher Edition only: Program Overview: Interactive Student Edition, T18–T19; Assessments to Inform Instruction; Resources for Flexibility, T32–T33; Savvas Realize, T34–T35</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts>English Learner / High Interest Support>EssayScorer Writing Prompts>Graphic Organizers and Rubrics>Conventions>Reading Skills and Literary Analysis>Standards Practice>Writing and Research>Speaking and Listening>Academic Vocabulary and Word Study <i>myPerspectives ELA National Grade 8</i>>Teacher’s Edition>Student Edition>Unit Resources>Units 1-5>Assessment>Video Library>Collaboration Center>Spanish Resources>Professional Development Center>ELD Companion</p>

		<p>4. BIAS The instructional resource is free of political bias.</p>	<p>The program provides content that is free of political bias and includes examples of multiple viewpoints and opinions that are related to major themes. In addition, guidance is provided to help students recognize and understand bias and make connections between their own opinions through the use of unit themes, Essential Questions, texts, questions, discussions, and writing prompts.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Essential Questions: Unit 1: 3, 10, 22, 31, 40, 50, 62, 72, 78 Whole-Class Performance Task: Write an Argument, 296–301, 478–483 Research: Bias and Prejudice, 241 <i>“You Are the Electric Boogaloo” / “Just Be Yourself!”</i>, 44 <i>“Acceptance Speech for the Nobel Peace Prize,”</i> 222 <i>Three Cheers for the Nanny State,</i> 276; <i>“Ban the Ban!” / “Soda’s a Problem but...”</i>, 286</p>
		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>myPerspectives English Language Arts West Virginia</i> does not include references to the Common Core State Standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit Goals, 4, 90, 256, 342, 409</p>

GENERAL EVALUATION CRITERIA

2021 -2027

Group II – English Language Arts

Grade 8

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills <i>English Language Arts Content:</i>										
<p><i>my</i>Perspectives materials provide interconnected questions and tasks for students to both develop and deepen comprehension of texts and topics. Inquiry-based learning starts with the Essential Question that asks students to explore the many different perspectives that tie in with the unit topic. Students build content knowledge through reading, writing, listening, and speaking opportunities that utilize prior knowledge, require use of text evidence for response, and promote interdisciplinary and global connections.</p> <p>(Continued) Interdisciplinary connections are embedded in the Teacher’s Edition Cross-Curricular Perspectives notes</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>									

<p>that connect reading and writing in the program to science, social studies, math, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.</p> <p>Performance Tasks and Performance-Based Assessments have students demonstrate their learning with what they have read connected to the Essential Question. Some Essential Questions, such as “Is technology helpful or harmful to society?” or “Learning from Nature” are tied to cross-curricular perspectives.</p> <p><u>Student Edition / Teacher Edition Examples:</u> SE/TE: <i>“25 Years Later, Hubble Sees Beyond Troubled Start,”</i> 510 Cross-Curricular Perspectives: Science, 23, 69, 287, 353, 470; Social Studies, 92, 98, 128, 140, 172, 187 Performance Task: Write an Argument, 296–301 Performance-Based Assessment: Informative Text: Essay and Speech, 434–436 Essential Questions: Unit 1: 3, 10, 22, 31, 40, 50, 62, 72, 78</p>	<p>(Continued)</p> <ol style="list-style-type: none"> 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections; 					
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<p>Students engage in complex analysis throughout <i>myPerspectives</i> that build in complexity as the units progress:</p> <ul style="list-style-type: none"> ● Close Read routines ask students to apply strategies for active reading, understanding, and thinking. ● Close read activities require students to annotate the text, ask critical questions, and further explore structure, diction, and author's craft. ● With Essential Questions, students write down ideas and evidence to describe their thinking. ● Students engage in discussion, writing, and research about the Essential Question in each unit. ● Writing Performance Tasks give students practice and support on each unit's featured writing mode. ● Performance-Based Assessments and Unit Reflection require students to demonstrate their learning and make connections and conclusions that are applicable to the students own lives and future situations. <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> 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 Performance-Based Assessment, 84, 250, 336, 434, 532 Close Read, 289, 363 Essential Questions: Unit 1: 3, 10, 22, 31, 40, 50, 62, 72, 78</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>					
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<p>In <i>myPerspectives</i>, students are encouraged to make connections from their own lives to what they are reading and learning with questions and prompts that draw upon their lived experiences as well as make connections to the world and beyond with embedded research opportunities.</p> <p>Digital resources such as Listenwise current events and unit-aligned stories, Hook & Inspire connections, and the <i>myPerspectives</i> Video Library provide diverse local and global perspectives as students read into, through, and beyond the texts and consider the human condition.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <i>"Apache Girl's Rite of Passage,"</i> 28 <i>"Frank Family and World War II Timeline,"</i> 194 <i>Acceptance Speech for the Nobel Peace Prize,"</i> 222 Research: Information Report (Zimbabwe), 75 <i>"Freedom of the Press?,"</i> 258–259; Launch Activity, 260</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>				
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<p>Students are encouraged to formulate their own responses to the Essential Questions based on the different texts and perspectives they encounter and support their ideas with text evidence while applying critical thinking, close reading skills, effective writing and communication skills to convey and share their ideas and learning.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Writing to Sources: Drama Review, 193 Writing to Compare, 508–509 Speaking and Listening: Debate, 519 Whole-Class Performance Task: Write an Argument, 296–301; Write an Argument, 478–483 Conduct a Debate, 524–525</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>					
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Information and Communication Skills/English Language Arts *For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:*

With each text, students learn strategies for reading a text or viewing media closely, multiple times and learn how to find information, deepen understanding, and analyze texts for meaning.

Students also learn how to find information by performing research and how to write and share/convey their ideas to create original communication. A consistent literacy routine for each selection starts with Making Meaning activities through first- and close-read routines and by analyzing the author's craft and structure. Students also complete Language Development activities with concept vocabulary and conventions practice tasks. Effective Expression activities provide students with opportunities to share their learning through written and oral projects.

Student Edition / Teacher Edition

Examples:

Making Meaning, 12–23, 54–63, 276–283, 314–321

Language Development, 23, 64, 284–285, 322

Effective Expression, 26–27, 65, 294–295, 323

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

<p>The Student Toolkit in the back of the Student Edition provides an entire workshop and section on how to conduct research and cite sources. Additional resources on how to properly cite sources with updated MLA guidelines is also included in the Toolkit.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Toolkit: Close Reading, R1–R5; Writing, R6–R23; Research, R24–R33; Program Resources, R34–R35; R36–R42; Literary Terms Handbook, R43–R53; Grammar Handbook, R54–R63</p>	<p>6. make informed choices about sources and information; and</p>				
<p><i>myPerspectives</i> supports interaction with outside resources that promotes safe and responsible technology use in learning, researching, and working with others. Teachers have access to student content and oversight of student collaboration activities and shared work on the Discussion Board at all times. Healthy digital interaction is promoted in <i>myPerspectives</i> with discussion prompts that ask students to respond to each other in respectful ways and suggestions for effective group work.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Working as a Team, 42–43, 210–211, 304–305, 398–399, 486–487 Research: Research Report, 313 (Chief Joseph or the Nez Percé) TE only: Digital Perspectives, 27, 407, 514</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>				

Personal and Workplace Productivity Skills *For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:*

myPerspectives features in-depth instruction on research practices to prepare students for college-level work. At the end of each text, Research to Clarify and Research to Explore activities offer students opportunities to conduct short, targeted research using a variety of formats such as libraries, internet, news stories/articles, first person interviews, media/videos etc. Students learn the basic research skills they will use over the course of the school year.

Additionally, through practice lessons in the interactive Student Edition and tutorials available through the *myPerspectives+* Research Center, students learn the importance of research, proper citation of sources, integrating results into their work.

Culminating performance-based tasks and assessments require students to use notes in their Evidence Logs and research compiled throughout their reading to defend and support their responses.

Student Edition / Teacher Edition

Examples:

Research to Clarify & Research to Explore, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504

Performance Task: Write an Explanatory Essay, 202–207
Research, 75, 313, 411, 523

8. conduct academically appropriate research, validate sources, and report ethically on findings;

8.

<p>Digital literacy opportunities are embedded in the program through researching, using, viewing, and analyzing media. In addition, <i>myPerspectives</i> includes technology notes that recommend student use of digital presentation tools and provide directions on using the digital components in the program such as the Interactive Student Edition (annotations, highlighting, digital notebook responses, graphic organizers etc.) and Bounce Pages app. <i>myPerspectives</i> also provides in-depth instruction on research practices in order to prepare students for college level research. Students are given digital learning strategies and opportunities for how to perform research to learn and to clarify at the end of each text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Analyze the Media, 31, 199, 240, 326, 414, 522 Teacher Edition only: Digital Perspectives, 27, 407, 514 Tool Kit: R24–R34</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>				
<p>Students engage in self-directed inquiry with Independent Learning and the Unit Reflection. Students also set goals at the beginning of each unit and revisit them at the end, in the Unit Reflection.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Independent Learning, 78–82, 428–432 Unit Reflection, 87, 253, 339, 437, 535 TE Only: Independent Learning, 80A–80F, 430A–430F</p>	<p>10. engage in self-directed inquiry;</p>				

<p>Students read texts and engage in collaborative activities that inspire thoughtful conversation, discourse, and debate.</p> <p>Speaking and listening activities foster students' abilities to engage in collaboration and presentation tasks.</p> <p>In Small-Group Learning, students work collaboratively in teams to read and discuss texts, develop strategies, and extend learning. Student groups have a choice in selecting activities and how they will share their learning.</p> <p>Collaboration Peer-to-Peer videos on Savvas Realize model positive interactions, group dynamics, respectful feedback, and time management skills that are important in college and career as well as in school.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Speaking and Listening: Class Discussion, 463 Debate, 444, 519, 523–524 Group Discussion, 65, 221, 229, 327, 415 Small Group Learning, 40–75 Working as a Team, 42–43, 210–211, 304–305, 398–399, 486–487</p>	<p>11. work collaboratively; and</p>					
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<p>Students have opportunities for time and task management skills with the Performance-Tasks and Performance-Based assessments. These projects require planning and also can be tied to time-constraints.</p> <p><u>Student Edition / Teacher Edition Examples:</u> 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 Performance-Based Assessment, 84, 250, 336, 434, 532</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>										
<p>Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of college- and career- readiness standards, the instructional resources</i></p>											
<p>Goals at the beginning of each unit in the Student Edition reflect the reading, writing, language, and speaking and listening standards that will be covered. Students will understand what is expected of them, and they can monitor their own progress toward meeting the standards. <i>myPerspectives</i> is designed to meet West Virginia College- and Career-Readiness Standards for English Language Arts and provides the appropriate grade-level trajectory and demands in terms of the sophistication of the texts, teaching concepts, and learning expectations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit Goals, 4, 90, 256, 342, 440 Reflect on the Unit Goals, 87, 253, 339, 437, 535</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.</p>										

<p>Students are provided an opportunity to complete a Word Study activity that explores the roots of words. This helps develop their ability to understand and use critical vocabulary words in their responses and writings.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Greek Roots, 72; Latin Roots, 218, 516; Latin Prefixes, 382; Latin Suffixes, 50, 154, 460; Old English Prefix, 310, 474; Old English Suffix, 272, 320</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>							
<p>The program is designed to engage students in learning and purposefully uses visually appealing graphics and images, a diverse range of texts including multimedia, student-friendly and relevant personal goal-setting strategies, self-evaluation checklists and guides, reflection logs, and student choice to connect students and bring value to what they are learning.</p> <p>Performance Tasks and post-reading activities use real-life age-appropriate examples and allow students to apply and share personal experiences.</p> <p>The Teacher's Edition includes Cross-Curricular Perspectives notes that connect the program to science, social studies, math, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>							

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>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</p> <p>Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243, 426–427; Deliver an Oral Presentation, 328–329; Conduct a Debate, 524–525</p> <p>TE Only: Cross-Curricular Perspectives: Social Studies, 92; Science, 405</p>	<p>(Continued)</p> <p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>										
<p>Grammar concepts are taught following each text with Language Development activities. This feature provides instruction, modeling, practice, and speaking, reading, and writing application of each targeted grammar concept. These features springboard directly from the texts that are being studied.</p> <p>Composition assignments provide an immediate opportunity to apply the grammar concepts taught.</p> <p>The Writing Performance Task provides opportunities for students to focus on spelling and punctuation with explicit instruction as students complete the writing assignment. The Writing Performance tasks include an editing section that asks the student to focus on sentences which highlights a grammar concept for immediate use in the performance task assignment.</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>										

<p>(Continued) Student Edition / Teacher Edition Examples: Conventions, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507 Performance Task: Language Development Conventions, 299, 393</p>	<p>(Continued) 16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>							
<p><i>myPerspectives</i> provides opportunities for students to deepen their understanding of topics and texts while developing analytical skills. Students are encouraged to link prior knowledge to new information as they move from text to text, compare texts to explore ideas from different perspectives and compare, and contrast ideas found in multiple sources to identify conflicting and consistent information while critically evaluating sources. Students are required to make inferences and draw conclusions about topics, and develop a more comprehensive view of the unit theme. Students learn strategies for reading a text closely, multiple times. Strategies include how to read a text, hold a discussion, perform research, and write about a text.</p> <p>Performance tasks and activities are designed to demonstrate learning and draw upon what students have read, their background knowledge and their own ideas.</p> <p>Student Edition / Teacher Edition Examples: Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509 Analyze Craft and Structure, 189, 219 Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207 TE Only: Jump Start, 12, 22, 44, 54, 66, 100, 194, 212, 222, 264</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>							

<p>The program includes texts of multiple genres, including print, audio, video, infographics, and visuals.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <i>“Apache Girl’s Rite of Passage,”</i> 28 (Media: Video) <i>“Acceptance Speech for the Nobel Peace Prize,”</i> 222 <i>Maus,</i> 230 (Graphic Novel) <i>“Words Do Not Pay,”</i> 306 (Speech) <i>“The Moth Presents: Aleeza Kazmi,”</i> 324 (Video) <i>“The Theory of Multiple Intelligences Infographic,”</i> 412</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>							
<p>Each anchor and support texts include background and author information that may include time period, historical events, or additional context to support the student in understanding the text.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> About the Authors, 12, 55, 212, 222, 230, 276, 306, 350 Historical Perspectives, 98–99 <i>“Frank Family and World War II Timeline,”</i> 194 Teacher Edition only: Social Studies, 92, 98, 128, 140, 172, 187</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>							

<p>Each unit is on a topic and aligned to an Essential Question. As students read texts and complete activities, they engage in discussion, writing, research as they explore complex problems and the Essential Question in each unit.</p> <p>Student thinking about the Essential Question may change as they listen to the perspectives of their peers through discourse and collaborative activities and learn to formulate and defend their own opinions.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Essential Question, 2, 22, 31, 50, 62, 72, 82, 89, 96, 152, 188, 199, 218, 226, 240, 244</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>							
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<p><i>myPerspectives</i> ensures that students read and understand a variety of informational and literary complex texts as well as multiple genres such as news articles, poetry, biographies, foundational documents, realistic fiction, adventure stories, interviews, historical fiction, mysteries, humor, myths, fantasy, science fiction, and short stories. These texts have been carefully selected to enable students to encounter multi-genre texts that promote exploration of ideas and multiple perspectives and build content knowledge through reading, writing, speaking and listening.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Literary Texts: “<i>Hanging Fire</i>” / “<i>Translating Grandfather’s House</i>,” 54; “<i>Retort</i>” / “<i>The People, Yes</i>,” 416 Nonfiction Texts: “<i>Apache Girl’s Rite of Passage</i>,” 28; “<i>Barrington Irving, Pilot and Educator</i>,” 264 “<i>The Setting Sun and the Rolling World</i>,” 66 “<i>Uncle Marcos</i>,” 448 Teacher Edition Only: Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: <i>The House on Mango Street</i>, <i>The Boy in the Striped Pajamas</i>, <i>Ender’s Game</i>, <i>The Time Machine</i>)</p>	<p>21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p> <ul style="list-style-type: none"> a. Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. b. Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 					
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<p>In <i>myPerspectives</i>, the goal is for students to be able to generate understanding of vocabulary in order to increase comprehension. Discussions about the features of vocabulary, the relationships among words, and the ways in which an author’s vocabulary choices influence the power and meaning of texts are central to the way vocabulary is taught in the program.</p> <p>Dr. Elfrieda Hiebert, a leading researcher in generative vocabulary and <i>myPerspectives</i> program author, helped to drive the development of the vocabulary strand throughout the program.</p> <p>Over the course of a unit, students generate, apply, and synthesize the words within the oral instruction, listening, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. Students are encouraged to track vocabulary words and use them in their completed activities, ensuring that students’ word knowledge and acquisition is authentic.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Word Study, 24, 50, 62, 72, 154, 190, 218, 226, 272, 284, 292, 310 Concept Vocabulary, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448</p>	<p>22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>							
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<p>Text selections in <i>myPerspectives</i> are accompanied by one or more writing assignments, most of which fall within the three key major modes— narrative, informational, and argumentative. Students are expected to analyze and reflect on the text and to support all responses with text evidence. Performance tasks that require writing are also available at the end of Whole-Class Learning and students write a Narrative, Informative/ Explanatory, or Argument. Finally, the Performance-Based Assessment allows students to use all of their learning in the unit and write a final narrative, informative/explanatory, or argument writing project.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> 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 SE/TE: Writing to Sources, 26, 193, 274, 323, 462, 476 Performance-Based Assessment, 84, 250, 336, 434, 532</p>	<p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>										
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<p>The program provides comprehensive support and guidance for teachers regarding the effective use of Differentiated Instructional resources and strategies. The Teacher's Edition includes Personalize for Learning notes for on-level, struggling, English Learners, and above-level students. These notes include strategies and activities for extra practice and/or remediation. In addition, each skill taught includes three levels of support: core support in the Student Edition, additional support through a skills worksheet, and further support through a Reteach and Practice worksheet.</p> <p>In addition, in <i>myPerspectives Plus</i>, program agnostic digital lessons and skills videos are available for students to review, practice, and extend learning of concepts and skills.</p> <p>Teacher Edition Only Examples: Personalize for Learning, 15, 26, 48, 52, 64, 67, 73, 85, 99, 106, 153, 215, 232, 321</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>								
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<p>Realize, a powerful learning management system, is a one-stop to help teachers with managing instructional materials, lesson planning, assigning and tracking student work, and monitoring student progress. Teachers can customize the program as they rearrange content, upload their own content, add links to online media, and edit resources and assessments. Teachers can also create a Playlist using their own or program resources.</p> <p>Program resources and assessments are available in one location for easy lesson planning and presentation. Teachers can search by keyword, browse by a table of contents, or browse by standards. Reports and student usage data give teachers the power to target teaching to improve student outcomes.</p> <p>Listenwise Current Events podcasts provide public radio stories that help connect what's happening in the world to the literature in your classroom. These stories are updated daily, aligned to units, and can be added to Discussion Board activities.</p> <p>Video Library includes engaging and relevant videos from popular sources such as: Crash Course Literature, YouTube®, TED Talks, PBS Newshour, Bloomberg News, Associated Press & More and are updated each school year.</p> <p><u>Teacher Edition Only Examples:</u> Resources for Flexibility, T32–T33; Savvas Realize, T34–T35 Lesson Resources, 12B, 54B, 98B, 212B, 264B, 324B, 350B</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>						
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<p>Multiple professional development opportunities are available with <i>myPerspectives</i> to support implementation:</p> <p>*MySavvasTraining.com offers online tutorials and resources available 24/7 to help teachers with implementing the program, planning lessons, and navigating digital content. In addition, teachers can sign up for personalized webinars and services such as webchats.</p> <p>*In Realize, a Professional Development center with more than 80 author videos and white papers to offer additional support.</p> <p>*Professional development notes and teaching support throughout the program include Expert's Perspective notes from program authors that relate to the concepts to help teachers implement the program effectively.</p> <p><u>Teacher Edition Only Examples:</u> Program Overview, T16–T35 Author's Perspective, 34, 36, 42, 44, 100, 202, 204, 248, 272, 296, 350, 382, 392, 426</p>	<p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>							
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<p>Questions in the post-reading activities have been carefully written to build toward a culminating insight of each text. We frequently “nest” questions in sets. For example, a question may require a response that demonstrates comprehension; subsequent questions might have students make an inference based on that response and on text evidence; and additional questions might then have students form a conclusion based on synthesis. Questions all require textual evidence to respond and questions are scaled in difficulty, allowing teachers the ultimate flexibility with differentiating instruction.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Comprehension Check, 21, 30, 49, 71, 151, 198, 225, 239, 281, 309, 326; Analyze the Text, 22, 50, 62, 72, 188, 282, 505</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>							
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<p>At each grade level in <i>myPerspectives</i>, questions are evocative and stimulate student thinking, connect to the unit topic and Essential Question, and build insight and knowledge. Reading, writing, speaking and listening, and language are integrated within each unit and taught within context. With each selection, students learn strategies for reading a text closely, multiple times. Strategies include how to read a text, how to hold a discussion, how to perform research, and how to write about a text.</p> <p>The majority of questions that follow the selections are text-dependent and require students to search the text to find the answers. Students analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities serve to enable students to make critical connections with the texts.</p> <p><i>myPerspectives</i> questions and writing prompts include:</p> <ul style="list-style-type: none"> ● Core Texts in the Student Edition with critical literacy activities including thinking and writing prompts in <i>Making Meaning, Language Development</i>, as well as <i>Effective Expression</i> ● Built-in Writing and Speaking and Listening Performance Tasks and end-of-the unit Performance-Based prompts in the Student Edition ● Unit Tests gauge all standards taught within the unit, are aligned to the standards, and provide program agnostic (fresh authentic passages from 	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>							
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<p>literature) passages that test cold reading ability (including comprehension) with selected and short responses that include drag and drop formats as well as a writing prompt (constructed response based on synthesizing two passages) in unit writing mode, e.g. argument with DOK levels provided</p> <p>Additional passages and prompts in QReads as well as Reality Central are available in <i>myPerspectives Plus</i>.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Text, 152, 380 Conventions, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424 Writing to Sources, 26, 193, 274, 323, 462, 476 Speaking and Listening, 221, 477</p>	<p>(Continued)</p> <p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>							
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Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The program provides next-generation learning experiences that promote student ownership of learning, develop competencies for college and career readiness, and support social and emotional learning. *myPerspectives* includes high-quality texts that include multimedia, authentic full and excerpt texts, novels integrations, grammar taught in context, and rigorous questions that require text evidence and higher depth of knowledge responses.

Texts within each grade level provide a range of reading topics and reflect grade-level appropriate knowledge and experiences. Text complexity rubrics for each selection provide quantitative, qualitative, and reader and task suggestions to help guide teachers as they assign the appropriate text to their students.

Student Edition / Teacher Edition

Examples:

“The Medicine Bag,” 12 (Short Story and Activities)

The Diary of Anne Frank, Act I, 100;

The Diary of Anne Frank, Act II, 156 (drama and Activities)

“Barrington Irving, Pilot and Educator,” 264 (Magazine Article and Activities)

Teacher Edition Only: Text Complexity Rubric, 12C, 156C, 306C Integrating Trade Books with *myPerspectives*, T37–T45 (includes titles such as: *The House on Mango Street, The Boy in the Striped Pajamas, Ender’s Game, The Time Machine*)

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

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<p>The program provides resources and activities to meet the needs of all learners through multiple modalities with audio, visual, and print material. <i>myPerspectives</i> incorporates different types of media including graphic novels, videos, articles, interviews, audio recordings, interactive graphic organizers, tutorials, practice lessons, and more. Support for various media types is built into the lessons and includes student-friendly examples and direct instruction on accessing and navigating. Non-text elements are integrated as part of the table of contents help students with reading and analyzing data as well as understanding different media and ways to present information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Media, 31, 199, 240, 326, 414, 522 <i>Maus</i>, 230 (Graphic Novel) “25 Years Later, Hubble Sees Beyond Troubled Start,” 510 (Science Article) “Sounds of a Glass Armonica,” 520 (Video)</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>						
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<p><i>myPerspectives</i> is a student-centered program with media-rich, diverse selections, student-friendly design and language, and engaging digital resources. Examples are age-appropriate so students can relate to what they are learning, and activities are designed to be interactive. Through the social nature of learning and the power of collaboration, students have many opportunities for engagement as they interact with content, each other, and their teacher. Students read and get their information through multimedia and social media, so <i>myPerspectives</i> offers media selections that kids can readily identify with. Multimedia modal learning with audio, visual, and leveled resources are correctly labeled to aid students in review and practice. Built-in features are designed to increase student academic growth and achievement.</p> <p>In addition, students want to see themselves in authors and are eager to read texts written by contemporary, multicultural authors, so texts were intentionally included to bring relevance to student learning. The program is designed to engage students in learning and purposefully uses visually appealing graphics and images, a diverse range of texts including multimedia, student-friendly and relevant personal goal-setting strategies, self-evaluation checklists and guides, reflection logs, and student choice to connect students and bring value to what they are learning.</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>						
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<p>(Continued)</p> <p>Consistent routines and learning strategies throughout the program help students build confidence and develop literacy skills as they read complex texts and demonstrate their learning. Students have multiple opportunities to engage and interact with content, each other, and their teacher as they set their own or group goals, use self-evaluation guides, compile evidence logs, and make choices in selecting their own readings as part of independent learning activities.</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>“Apache Girl’s Rite of Passage,”</i> 28 (Video) <i>“Frank Family and World War II Timeline,”</i> 194 <i>“Acceptance Speech for the Nobel Peace Prize,”</i> 222 (Speech) <i>“Three Cheers for the Nanny State,”</i> 276 (Opinion) <i>“25 Years Later, Hubble Sees Beyond Troubled Start,”</i> 510 (Science Article) <i>“Sounds of a Glass Armonica,”</i> 520 (Media: Video)</p>	<p>(Continued)</p> <p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							
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<p>Integrated post-reading activities offer students opportunities to be creative, build confidence, master critical skills, and showcase their individuality or collaborate with others. Students create long and short writing pieces, they create and share presentations with the class or with their small group, and they choose different ways of expressing their ideas.</p> <p>The Speaking & Listening Performance Tasks require students to work over a period of time as they gather information using their learning throughout the unit, analyzing their findings as they review multiple sources, prepare information/reports, and present their findings as a writing or presentation piece.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Discuss It, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437 Small-Group Performance Task: Present and Evaluate, 77 Performance-Based Assessment: Oral Presentation, 86 Performance Task: Deliver an Oral Presentation, 328–329</p>	<p>32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>					
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Assessment

Teachers have access to comprehensive formative and summative assessments that include text-dependent questions with Part A and B sections, performance tasks, open-ended questions, and more to measure student progress and inform instruction:

Beginning-of-Year Test assesses standards to be taught during the school year. Questions are multiple choice, which allows for immediate feedback through data reporting. Teachers can use this data or an interpretation guide to customize instruction.

Extension Beginning-of-Year Test assesses standards to be taught during the school year through a combination of short-response and multiple-choice questions. Short-response items enable students to more fully demonstrate mastery of standards through writing.

Mid-Year Test assesses mastery of standards taught in the first half of the year, allowing opportunities for automatic and customized remediation.

Extension Mid-Year Test assesses standards taught in the first half of the year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.

32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).

<p>End-of-year assessments determine mastery of standards and help place students in classes for the following school year.</p> <p>Extension End-of-Year Test assesses standards taught through the entire year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.</p> <p>Performance-based assessments are a compilation of what is expected by the standards as students use their notes, knowledge, and skills learned to complete a project. All unit activities are backwards-mapped to the performance-based assessment.</p> <p>Next-generation assessments provide additional program agnostic assessments students can use to practice with technology formats. Technology-enhanced items help students practice next-generation formats, so they are prepared to be successful with online interactive testing. Sample items mirror those developed for next-generation summative assessments and include two sets of items. Each set has been individually tailored to reflect the item types that the two variations of next-generation assessments will include. Students encounter various next-generation item types, including evidence-based selected response, technology-enhanced constructed response, prose constructed response, selected response, and constructed response.</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>										
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<p>(Continued) <i>my</i>Perspectives teachers have access to real-time data with reports on usage, progress, and mastery. Instructional support and guidance on data is provided with interpretation guides that include standards alignment, remediation, as well as DOK levels. These detailed Interpretation Guides help teachers provide feedback, group students, modify instruction, and re-teach concepts. Teachers can examine class data or individual student performance to determine instruction. Mastery reports include visuals to help teachers quickly see averages and make comparisons or remediation opportunities to close students' gaps. Item Analysis and Performance Analysis also help teachers with identifying problem areas quickly.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance-Based Assessment, 84–86, 250–252, 336–338, 434–436, 532–534 Teacher Edition only: Assessments to Inform Instruction, T24–T25 Personalize for Learning, 12C, 44C, 66C, 98C, 156C</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>Instructional resources include monitoring/assessment opportunities that help measure progress and support independent learning and application of skills:</p> <p>Selection activities can be used to assess student comprehension of content.</p> <p>Selection tests help teachers monitor student progress in the reading and language standards taught through multiple-choice questions.</p> <p>If/then Monitor and Adjust Notes in the Teacher’s Edition offer suggestions for formative assessments and unit introduction activities that can be used as formative checks.</p> <p>Performance tasks in each unit include a writing performance task and a speaking and listening performance task students can complete individually or collaboratively. These can also be used as preparation for the end-of-unit performance-based assessment.</p> <p>Unit tests allow students to apply standards taught in the unit and provide an opportunity for teachers to remediate. If administered online, remediation is assigned automatically.</p> <p>Student Edition / Teacher Edition Examples: 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 Performance Task: Deliver an Oral Presentation, 328–329 Selection Activities: Research, 75, 313, 411, 523; Speaking and Listening, 192; Writing to Sources, 274</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>								
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<p>Instructional resources provide support for assessment and include examples, rubrics, and model texts.</p> <p>Instructions in the Student Edition include examples directly from the text to provide reference points for student work and support understanding of concepts.</p> <p>Rubrics are available to help with setting student expectations and for scoring student work and performance. These student-friendly rubrics written in language that students can understand with clearly defined expectations for student scores. Rubrics within the Student Edition for each Performance-Based Assessment break down expectations for student writing based on 4-point scale for Focus and Organization, Evidence and Elaboration, and Conventions. These are available for each Performance-based Assessment and writing mode.</p> <p>The following additional editable rubrics can be downloaded and easily customized for other modes writing (available in 4 and 6 point) and are on Realize within myPerspectives+:</p> <p>Argument, Autobiographical/ Biographical Narrative, Cause-and-Effect, Descriptive, Informative/ Explanatory, Multimedia Report, Narrative Explanation, Persuasive, Problem-and-Solution, Research, Response to Literature, Short Story, Summary, and Writing for Assessment.</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>						
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<p>(Continued) The Launch Text at the beginning of each unit is a mentor text and serves as a model of writing for students to refer to for the unit-focused writing mode. The Toolkit in the Student Edition features writing models with annotated exemplars to show students the elements of effective writing, including the use of text evidence to support claims. Students can also use the grammar handbook in the Toolkit for quick reference.</p> <p>For additional practice, EssayScorer is available online with prompts for each mode of writing. Student essays are automatically scored with overall feedback and in most cases, feedback on the six traits of writing—ideas, organization, voice, word choice, sentence fluency, and conventions (mechanical correctness).</p> <p><u>Student Edition / Teacher Edition Examples:</u> Launch Text, 6, 92, 258, 344, 442 Writing Rubric, 85, 251, 337 Review the Rubric, 86, 252, 338</p>	<p>(Continued) 34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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Organization, Presentation and Format

The Student Edition is student-friendly and includes a Table of Contents in the front, organized by units.

myPerspectives consists of five or six thematic units that each focus on an Essential Question and includes color coding to help students navigate:

- Green - Whole-Group Learning
- Teal - Small-Group Learning
- Purple - Independent Learning
- Orange - Performance-Tasks and Performance-Based Assessment

myPerspectives includes a useful table of contents located in the front of the print Student Edition and Teacher's Edition and in the menu options for the Interactive formats. A print and digital glossary in multiple languages (Spanish, Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Traditional Chinese, and Vietnamese) is also available and a helpful index with skills listing is part of the Student Edition.

myPerspectives digital content is organized in order of use starting with the Teacher's Edition, Student Edition, Unit Resources, Assessments, and additional resources. These resources can be rearranged to fit the teacher's preferences to allow teachers to access content in a way that flexibly fits how they want to teach. Items can be hidden, rearranged, and customized with Realize tools.

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>(Continued) <i>myPerspectives</i> is designed to engage different types of students and motivate them to take ownership of their own learning through choice, goal-setting, reflection, media, social collaboration, selections that span classic and contemporary texts, and promotion of consistent learning routines and behaviors.</p> <p>The Student Edition is available in print write-in as well as interactive digital formats so students can take notes and markup the texts. Review and practice activities are built into the Student Edition so students do not have to go outside of it to get support on reading, writing, language, or speaking and writing. Unit goals help set clear expectations for student outcomes and visuals such as maps, infographics, timelines, author pictures and bios, and more are provided to support student learning. The program features student-friendly language, visually appealing graphics and images, a variety of selections that feature multimedia, personal goal-setting strategies, self-evaluation guides, reflection logs, and student choice in selecting their own readings for independent learning exercises</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Table of Contents, vi–xv Glossary, R40–R42 Unit Theme: Rites of Passage, 2–87 Unit 2: The Holocaust: Unit Introduction, 88–97; Whole-class Learning, 97–211; Small-Group Learning, 208–243; Independent Learning, 244–248 Unit Theme: What Matters, 254–339 Unit Theme: Human Intelligence, 340–437 Unit Theme: Invention, 438–535</p>	<p>(Continued) 35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>											
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<p>With <i>myPerspectives</i>, students cultivate and hone their literacy skills while at the same time, develop high-level questioning skills that come with delving into rich literature, analyzing complex texts from a wide range of genres with different perspectives on a universal theme. The program helps students transfer conceptual understanding and apply it to what they are doing. Reading and writing are integrated and connected in <i>myPerspectives</i>. As students read texts from all genres, they are exposed to the authors' craft. When students write or discuss their own perspectives, they are exposed to different styles of writing and can choose how to express themselves. With each text, students analyze texts through the eyes of a reader and writer and create their own compositions.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509 Writing to Sources, 26, 193, 274, 323, 462, 476; Performance Task, 426–427</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>							
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<p><i>myPerspectives</i> on Realize provides digital resources that promote student engagement and learning through full interaction with content. Multimedia selections in the program include audio recordings of speeches, videos, graphic novels, and comic strips. The technology provides students with multimodal learning opportunities and self-guided learning activities they can complete at their own pace.</p> <p>Students have access to media-rich content such as digital lessons, videos, and a variety of resources that allow for self-paced, self-directed learning. Multimedia resources include:</p> <ul style="list-style-type: none"> • Unit Opener Videos at the beginning of each unit are engaging and provide background for the unit topic. • Selection Media beyond just print such as graphic novels, podcasts, interviews, film clips, plays, and videos reflect real-world sources of information and content. • Grammar Interactive Lessons and Grammar Tutorials provide interactive practice lessons, tutorials, worksheets, and sentence combining activities. • Vocabulary Interactive Lessons are interactive practice lessons that provide in-depth practice for developing vocabulary skills that focus on domain and academic terms. Research, Speaking & Listening, Vocabulary, and Writing Interactive Lessons 	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>						
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(Continued)

- **Listenwise Current Events** provide public radio stories that help connect what's happening in the world to the literature in your classroom. These stories are updated daily, aligned to units, and can be added to Discussion Board activities.
- **Video Library** includes engaging and relevant videos from popular sources such as: Crash Course Literature, YouTube®, TED Talks, PBS Newshour, Bloomberg News, Associated Press & More and are updated each school year.
- **Writing Gallery** provides student-friendly videos that reinforce the full range of writing process skills including aspects of Prewriting, Drafting, Revising, and Editing. Over 80+ videos are available and can be assigned out as homework or accessed directly by students for reference or additional practice. These videos are designed to give students a deeper understanding of how to approach—and succeed in—composition tasks and make writing concepts accessible and memorable.
- **Collaboration Peer-to-Peer videos** model positive interactions, group dynamics, respectful feedback, and time management skills that are important in college and career as well as in school.

(Continued)

37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).

<p>(Continued)</p> <ul style="list-style-type: none"> • Skills Reinforcement Videos support writing skills across different modes for Argument, Informational, Personal Narrative, Research Paper, and Short story. These videos help break down important concepts such as how to organize an essay, differences between different types of writing, counterclaims and rebuttals etc. <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p>Student Edition / Teacher Edition Examples: Unit Opener Videos, 2, 88, 254, 340, 438</p> <p>Teacher Edition Only: Resources for Flexibility, T32–T33; Savvas Realize, T34–T35</p>	<p>(Continued)</p> <p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 8, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for eighth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Students in eighth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from seventh grade, the following chart highlights the college- and career-readiness indicators that will be developed in eighth grade:

College- and Career-Readiness Indicators for Grade 8	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use word analysis skills to decode unfamiliar words. • Write legibly in cursive or joined italics with correct margins and spacing. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range. • Analyze how structure or formatting, point of view, and/or interactions between individuals, events, and ideas contribute to the overall meaning of a text; cite textual evidence to support analysis. • Analyze how authors shape their presentations by emphasizing certain evidence or interpretations and assess whether reasoning is sound and evidence is relevant to support claims; cite evidence to support analysis. 	<ul style="list-style-type: none"> • Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing emphasizing sound reasoning and evidence, precise word choices, smooth transitions, and sentence variation. • Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; avoid plagiarism and follow a standard format for citation (MLA or APA).

Speaking/Listening	Language
<ul style="list-style-type: none"> • Engage effectively with diverse partners in a range of collaborative discussions on grade 8 topics, texts, and issues, acknowledging new information expressed by others and, when warranted, qualifying or justifying views in light of the evidence presented. • Analyze the purpose of information presented in diverse media and evaluate the motives behind its presentation. • Present findings and claims to others; emphasize key points with relevant evidence and sound reasoning; adapt speech to the audience and the formality of the setting; respond to questions and comments with relevant observations and ideas. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening; choose language that expresses ideas precisely and concisely, using strong, active verbs to create a clear picture for the audience. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
	A. Fluency							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Fluency</u> Dramatic Reading, 192; Effective Expression, 53, 65, 221, 229, 327, 415, 523. Students can read aloud “The Diary of Anne Frank” 101, 157 Teacher Edition Only: Choral Reading, 456</p> <p><u>Context Clues</u> 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 Teacher Edition Only: Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Context Clues <i>myPerspectives Plus</i>>Graphic Organizers and Rubrics>Rubrics>Speaking: Narrative Account</p>	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 							

	B. Phonics and Word Recognition					
<p>Student Edition / Teacher Edition Examples: Word Network, 7, 93, 259, 345, 443; Word Study, 24, 50, 62, 72, 154, 190, 218, 226, 272, 284, 292, 310, 320, 382, 408, 422, 460, 474, 491, 505, 516</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>2. Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 					
	C. Handwriting					
<p>Student Edition / Teacher Edition Examples: Publishing and Presenting, 39, 207, 301, 395, 483</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Writing Lessons>The Writing Process – Middle School</p>	<p>3. Write fluidly and legibly in cursive or joined italics.</p>					
Reading						
	D. Key Ideas and Details					
<p>Student Edition / Teacher Edition Examples: Cite Textual Evidence, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505; Analyze the Media, 387; Draw Conclusions, 22, 380</p> <p>Teacher Edition Only: Closer Look: Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 157, 163, 169, 173, 175, 181, 184, 232, 236, 352, 366, 385, 420, 452, 497, 499</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions myPerspectives ELA National Grade 8>Unit Resources>Units 1-5</p>	<p>4. Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Forms of Poetry, 63; Practice, 73; Development of Theme, 381; Speaking and Listening: Class Discussion, 463; Reflect, 248; Critical Review, 462; Summary: Notebook, 21, 71, 457; Comprehension Check, 21; Analyzing Text, 62, 457, 380 Teacher Edition Only: Close Read: Fiction, 68</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Summarize>Theme> Archetypal Theme</p>	<p>5. Determine a theme or central idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>								
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Dialogue, 153; Characters' Motivations, 189; Close Read, 373; First Read Fiction, 448; Propelling the Action: Character, 459 Teacher Edition Only: Analyze Setting, 67 Analyze Dialogue, 119, 129, 169, 315 Analyze Plot Development, 127 English Language Support: Plot, 125; Analyzing Text, 152, 188, 458</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Character and Characterization>Conflict>Plot>Plot and Conflict</p>	<p>6. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>								

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Inferences, 271; Cite Textual Evidence, 50, 62, 218, 226, 227, 270, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 517, 522; Analyze Craft and Structure: Central Idea and Supporting Details, 219 Teacher Edition Only: Closer Look: Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 511, 514, 521 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions <i>myPerspectives ELA National Grade 8</i>>Unit Resources>Units 1-5</p>	<p>7. Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit Introductions: Summaries, 8, 94, 260, 346, 444; Analyze Craft and Structure: Central Idea and Supporting Details, 219; Analyze the Text, 226; First Read: Nonfiction, 276, 286; Practice: Facts and Supporting Argument, 283; Practice: Clues About Central Idea, 409; Organize Your Ideas, 427; Analyzing Text, 218–219, 225, 408 Teacher Edition Only: Informational Text Model, 344 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea>Main Idea>Paraphrase a Text and Find the Main Idea>Summarize</p>	<p>8. Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>					

<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Characterization in Nonfiction, 271; Memoir and Reflective Writing, 409; Deliver a Multimedia Presentation, 426– 427; First Read: Nonfiction, 464; Text Structure: Expository Writing, 473; Text Structure: Biographical Writing, 492; Analyzing Text, 270, 408, 472, 491</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea</p>	<p>9. Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events.</p>					
<p><u>Student Edition / Teacher Edition</u> Examples: Concept Vocabulary, 12, 24, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 350, 382, 387, 448, 460, 505; Figurative Meaning: Symbolism, 23; Author’s Style: Word Choice, 64; Media Vocabulary, 230, 240; Descriptive Writing, 321; Archaic Vocabulary, 422; Author’s Choices: Poetic Structures, 423; Analyze Word Choice: Figurative Language, 506; Vocabulary, 22</p> <p>Teacher Edition Only: Figurative Language, 69, 167; Vocabulary Development, 233; Word Meanings, 385</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>E. Craft and Structure</p> <p>10. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>					

<p>Student Edition / Teacher Edition Examples: Writing to Compare: “<i>The Medicine Bag</i>” / “<i>Apache Girl’s Rite of Passage</i>,” 32–33; Analyze Craft and Structure: Forms of Poetry, 63; Writing to Compare: “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388–389; Analyze Craft and Structure: Author’s Choices: Poetic Structures, 423; Writing to Compare, 508–509; Analyzing Text, 62, 422</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Compare and Contrast>Analyze Structure and Format>Text Structure: Chronological Order</p>	<p>11. Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.</p>					
<p>Student Edition / Teacher Edition Examples: Analyze Craft and Structure: Point of View in Fiction, 73; Text Structure in Drama (Setting the Mood), 152; Close Read the Text, 188; Analyze Craft and Structure: Point of View, 381; Writing to Compare: Compare Techniques, 388; Analyzing Text, 72, 380 Teacher Edition Only: Close Read, 146 Identifying Character Motivation, 188–189</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View</p>	<p>12. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor in a literary text.</p>					

<p>Student Edition / Teacher Edition</p> <p>Examples: Author's Word Choice: Tone, 51; Word Choice, 220; Persuasive Techniques and Word Choice, 311; Descriptive Writing, 321; Text Structure: Expository Writing, 473; Connotation and Denotation, 505; Author's Purpose: Diction and Tone, 517; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 324, 412, 414, 520; Concept Vocabulary, 44, 50, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 464, 474, 488, 491, 494, 505, 510, 516; Vocabulary Activities, 50, 226, 310, 320, 472</p> <p>Teacher Edition Only: Domain Specific Words, 225, 406, 413, 469; Vocabulary Development, 233; Concept Vocabulary, 489, 490</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>13. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>					
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Central Idea and Supporting Details, 219; Author’s Style: Rhetorical Devices: Parallelism, 312; Descriptive Writing, 321; Text Structure: Expository Writing, 473; Biographical Writing, 492; Analyze the Text, 226, 310, 491; Analyzing Text, 218, 320, 472, 492 Teacher Edition Only: Launch Text: Explanatory Essay, 92; Argument Model, 258; Informative Text Model, 344; Argument Model, 442</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Analyze Structural Features</p>	<p>14. Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Author’s Argument: Author’s Perspective, 283; Summarize, 291; Point of View, 321; Memoir and Reflective Writing, 409; Determine Author’s Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294; Analyzing Text, 226, 282, 408</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions>Evaluate the Author’s Credibility>Recognize Propaganda>Rhetorical Devices>Evaluate Credibility and Analyze Author’s Intentions</p>	<p>15. Determine an author’s point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>					

F. Integration of Knowledge and Ideas							
<p><u>Student Edition / Teacher Edition</u> Examples: Writing to Sources: Drama Review, 193; from <i>Flowers for Algernon</i>: Analyze the Text, 387; Writing to Compare, 388–389</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>	<p>16. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Allusion, 381; Speaking and Listening: “<i>Uncle Marcos</i>,” 463; Allusions, 473; Whole-Group Performance Task, Unit 5: 478–479; Analyze the Text, 380 Teacher Edition Only: Analyze Allusions, 49; Challenge, 476</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Allusion</p>	<p>17. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is transformed in the modern work.</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: Frank Family and World War II Timelines, 194–198; Writing to Compare, 32–33, 200–201; Analyze the Media, 240, 414</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts>Reading Drama</p>	<p>18. Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>						

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Text, 282; Analyze Craft and Structure: Author’s Argument, 283; Close Read the Text & Analyze the Text, 290; Conflicting Arguments, 291; Writing to Compare, 294–295; Persuasive Techniques and Word Choice, 311; Writing to Sources: Argumentative Essay, 476 Teacher Edition Only: Launch Text: Argument Model, 258, 442</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Persuasive Appeals>Evaluate Author’s Conclusions>Persuasive Speech>Persuasive Techniques</p>	<p>19. Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Text, 290; Analyze Craft and Structure: Conflicting Arguments, 291; Writing to Compare, 294–295</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions</p>	<p>20. Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>							

<p>Student Edition / Teacher Edition Examples: First-Read: Fiction & Literature, 12, 54, 66, 100, 156, 230, 350, 384, 416, 448, 494; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527; “<i>The Medicine Bag</i>,” 12; “<i>Hanging Fire</i>” / “<i>Translating Grandfather’s House</i>,” 54; “<i>The Setting Sun and the Rolling World</i>,” 66; <i>The Diary of Anne Frank, Act I</i>, 100; <i>The Diary of Anne Frank, Act II</i>, 156; <i>Maus</i>, 230; “<i>Flowers for Algernon</i>,” 350; <i>Flowers for Algernon (video)</i>, 384; “<i>Retort</i>” / “<i>The People, Yes</i>,” 416; “<i>Uncle Marcos</i>,” 448; “<i>The Invention of Everything Else</i>,” 494 Teacher Edition Only: Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: <i>The House on Mango Street</i>, <i>The Boy in the Striped Pajamas</i>, <i>Ender’s Game</i>, <i>The Time Machine</i>) Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts-Grade 8 <i>myPerspectives ELA National Grade 8</i>>Unit Resources>Units 1-5</p>	<p>G. Range of Reading and Text Complexity</p> <p>21. By the end of the year, read and comprehend literary texts at the high end of grades 6–8 text complexity range independently and proficiently.</p>					
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<p>Student Edition / Teacher Edition</p> <p>Examples: First-Read: Nonfiction, 44, 194, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527; “<i>Apache Girl’s Rite of Passage</i>,” 28; “<i>You Are the Electric Boogaloo</i>” / “<i>Just Be Yourself!</i>,” 44; “<i>Frank Family and World War II Timeline</i>,” 194; <i>Anne Frank: The Diary of a Young Girl</i>, 212; “<i>Acceptance Speech for the Nobel Peace Prize</i>,” 222; “<i>Barrington Irving, Pilot and Educator</i>,” 264; “<i>Three Cheers for the Nanny State</i>,” 276; “<i>Ban the Ban!</i>” / “<i>Soda’s a Problem but...</i>,” 286; “<i>Words Do Not Pay</i>,” 306; <i>Follow the Rabbit-Proof Fence</i>, 314; “<i>The Moth Presents: Aleeza Kazmi</i>,” 324; <i>Blue Nines and Red Words</i>, 400; “<i>The Theory of Multiple Intelligences Infographic</i>,” 412; “<i>To Fly</i>,” 464; “<i>Nikola Tesla: The Greatest Inventor of All?</i>,” 488; “<i>25 Years Later, Hubble Sees Beyond Troubled Start</i>,” 510; “<i>Sounds of a Glass Armonica</i>,” 520</p> <p>Digital Resources: myPerspectives Plus>Digital Library>Trade Book Lesson Plans>Anchor Charts-Grade 8 myPerspectives ELA National Grade 8>Unit Resources>Units 1-5</p>	<p>22. By the end of the year, read and comprehend informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.</p>					
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Writing						
<p>Student Edition / Teacher Edition Examples: Whole-Class Performance Task: Write an Argument, 296–301; Write an Argument, 478–483</p> <p><u>Detailed Points for Bulleted Items</u> Elements of an Argument, 296, 478 Consider Possible Counterclaims, 297 Gather Evidence from Sources, 297 Organize Ideas and Evidence, 298 Maintain Formal Style, 300 Identify Types of Details, 479 Present Your Reasoning, 480 Use Language to Make Connections, 482 Conclusion, 482</p> <p><u>Other Argumentative Writing</u> Writing to Sources: Drama Review, 193; Critical Review, 462; Argumentative Essay, 274, 476; Writing to Compare, 294–295; Resources Tool Kit: Argument, R6–R11; Performance-Based Assessment, 335–337, 531–532</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Argument-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Argument</p>	<p>H. Text Types and Purposes</p> <p>23. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 					

<p>Student Edition / Teacher Edition</p> <p>Examples: Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395</p> <p><u>Detailed Points for Bulleted Items</u> Elements of Essays, 202, 390 Draft a Working Thesis, 203 Gather Evidence from Sources, 203, 391 Evaluate Your Evidence, 204 Choose an Organization, 204, 392 Transitions, 206, 394 Revising for Word Choice and Style, 206 Build to a Strong Conclusion, 204 Choose Precise, Formal Words, 394</p> <p><u>Other Informative/Explanatory Writing</u> Writing to Compare: Comparison-and-Contrast Essay, 32–33, 388–389, 508–509; Research: Informational Report, 75; Research Report, 313; Informational Report, 411; Resources Tool Kit: Informative, R12–R17; Writing Activities, 74, 193, 201, 241, 312, 509; Performance-Based Assessment, 249–250, 433–434</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons> Informative/Explanatory-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos> Informative/Explanatory Essay</p>	<p>24. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples: Whole-Class Performance Task: Nonfiction Narrative, 34–39</p> <p><u>Detailed Points for Bulleted Items</u> Elements of a Nonfiction Narrative, 34 Choose Your Topic, 35 Gather Evidence (anecdotes, quotations, examples), 35 Organize a Sequence of Events, 36 Create Cohesion: Transitions, 26, 37, 323 Precise Language, 26, 34, 38, 323 Clear Conclusion, 34, 38, 323</p> <p><u>Other Narrative Writing</u> Writing to Sources: Retelling, 26; Nonfiction Narrative, 83–84; Write It: Diary Entry, 220; Journal Entry, 323; Letter, 323; Resources: Narrative, R18–R23 Teacher Edition Only: Write a Poem, 61, 421; Narrative, 120; Write a Diary Entry, 174</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Narrative-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Short Story</p>	<p>25. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 					
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	I. Production and Distribution of Writing							
<p>Student Edition / Teacher Edition Examples: 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; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 193, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 395, 434, 532; Resources Tool Kit, R6–R23 Teacher Edition Only: Write a Poem, 421; WriteNow, 18, 22, 65, 104, 152, 174, 185, 191, 311, 362, 409, 420, 451, 462 Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>26. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>							

<p>Student Edition / Teacher Edition Examples: Performance Task: Prewriting/ Planning, 35, 203, 297, 391, 479; Drafting, 36, 204, 298, 392, 480; Revising, 38, 206, 300, 394, 482; Editing/ Proofreading, 39, 207, 301, 395, 483; Publishing and Presenting, 39, 207, 301, 395, 483; Resources Tool Kit, R6–R23; Strengthen Writing, 323</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: The Writing Process-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>27. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing to demonstrate command of the Language standards up to and including grade 8, focusing on how well purpose and audience have been addressed.</p>								
<p>Student Edition / Teacher Edition Examples: Deliver a Multimedia Presentation, 242–243, 426–427; Present Nonfiction Narratives, 76–77; Publishing and Presenting, 301, 483; Speaking and Listening: Multimedia Presentation, 425; Using Technology, 53, 523 Teacher Edition Only: Present and Evaluate, 243; Challenge, 529; Plan with Your Group, 242</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>28. Use technology to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>								

<p><u>Student Edition / Teacher Edition</u> Examples: 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; Speaking and Listening: Visual Presentation, 53; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33; Research Activities, 52, 74, 241, 274, 312, 323 Teacher Edition Only: Cross-Curricular Perspectives, 6, 13, 23, 69, 92, 128, 140, 159, 238, 277, 307, 315, 344, 353, 370, 401, 405, 470 Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons-Middle School</p>	<p>J. Research to Build and Present Knowledge</p> <p>29. Conduct short research projects to answer a question, (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>							
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<p><u>Student Edition / Teacher Edition</u> Examples: 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; Speaking and Listening: Visual Presentation, 53; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33; Using Evidence, 74, 312, 411 Teacher Edition Only: Cross-Curricular Perspectives, 6, 13, 23, 69, 92, 128, 140, 159, 238, 277, 307, 315, 344, 353, 370, 401, 405, 470</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons Integrating Quotations, Citations, and Images-Middle School>Interactive Research Lesson: Sources and Evidence-Middle School</p>	<p>30. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (MLA or APA).</p>					
<p><u>Student Edition / Teacher Edition</u> Examples: Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Drama Review, 193; Practice: Notebook, 381, 459; Writing to Sources, 336–337, 434–435; Practice: Notebook, 283, 291; Writing to Sources: Support an Argument, 274; Performance Task, 478–479’ “Uncle Marcos” 463; Performance-Based Assessment, 336; 434</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons <i>myPerspectives ELA National Grade 8</i>>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>31. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.</p>					

	K. Range of Writing							
<p>Student Edition / Teacher Edition</p> <p>Examples: 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; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 193, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons-Middle School myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons myPerspectives Plus>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>							

Speaking & Listening								
	L. Comprehension and Collaboration							
<p>Student Edition / Teacher Edition Examples: Class Discussion, 463; Debate, 444, 519, 523–524; Group Discussion, 65, 221, 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; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525; Discussion Opportunities, 64, 192, 425, 519, 522, 523; Performance Task, 328, 426–427, 524–525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>	<p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 8 topics, texts, and issues, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented. 							
<p>Student Edition / Teacher Edition Examples: Analyze the Media, 31, 199, 240, 326, 414, 522; Writing to Compare 32–33; Speaking and Listening, 327; Deliver a Multimedia Presentation, 242–243; Effective Expression, 32; Making Meaning, 326</p> <p>Digital Resources: <i>myPerspectives ELA National Grade 8</i>>Unit Resources>Video Library <i>myPerspectives Plus</i>>Speaking and Listening> Evaluating Presentations - Middle School</p>	<p>34. Analyze the purpose of information presented in digital, print, and non-print media and evaluate the motives behind its presentation.</p>							

<p><u>Student Edition / Teacher Edition</u> Examples: Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 524–525; Evaluate Participation, 477; Debate, 519; Speaking and Listening: Speech, 534; Expression, 274</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening> Evaluating Presentations - Middle School</p>	<p>35. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>					
<p>M. Presentation of Knowledge and Ideas</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243, 426–427; Deliver an Oral Presentation, 328–329; Conduct a Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338; Speech, 436, 534; Write an Informative Speech, 390–395; Speaking and Listening: Monologue, 27; Visual Presentation, 53; Dramatic Reading, 192; Multimedia Presentation, 425; Persuasive Presentation, 275; Informative Presentation, 477; Research: Multimedia Presentation, 523; Reflect on the Unit: 87, 253, 339, 437, 535; Expression, 26, 52, 274, 476</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening</p>	<p>36. Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Deliver a Multimedia Presentation, 242–243, 426–427; Performance Task: 76–77, 243, 329; Performance-Based Assessment: ; Oral Presentation, 86; Oral Presentation, 338; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 523; Informative Presentation, 477; Language Development, 52; Effective Expression, 476</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-Middle School</p>	<p>37. Integrate digital media and visuals into presentations to clarify information, strengthen claims and evidence, and add interest.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243, 426–427; Deliver an Oral Presentation, 328–329; Conduct a Debate, 524–525; Speaking and Listening, 27, 53, 192, 229, 275, 327, 415, 425, 463, 477, 519; Performance-Based Assessment: Oral Presentation, 86, 252, 338; Speech, 436, 534; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Small-Group Performance Task: Present and Evaluate, 77, 243, 427</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions>Evaluating Presentations>Giving a Presentation-Middle School</p>	<p>38. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 8 Language standards, as well as formal English, when indicated or appropriate.</p>					

Language						
<p>Student Edition / Teacher Edition Examples: <u>Function of Gerunds, Participles, and Infinitives</u> Participial and Infinitive Phrases, 424; Revising to Combine Sentences Using Gerunds and Participles, 481</p> <p><u>Conventions of Standard English</u> Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Performance Task: Proofread for Accuracy, 39, 207, 301, 395, 483, 509; Vocabulary and Conventions Connection, 26, 102, 274, 462, 476; Language Development: Conventions, 299, 393, 481; Handbook R54–R62 Language Development, 154, 190, 272, 284, 312, 382, 460; Performance Task: 205, 299, 393, 481</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons>Gerunds and Gerund Phrases>Infinitives and Infinitive Phrases>Participles and Participial Phrases <i>myPerspectives Plus</i>>Grammar Tutorials>Gerunds and Gerund Phrases>Infinitives and Infinitive Phrases>Participles and Participial Phrases</p>	<p>N. Conventions of Standard English</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Explain the function of gerunds, participles, and infinitives in general and their function in particular sentences. 					

<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Commas, Ellipses, Dashes</u> Revising Sentences by Combining with Conjunctions, 205; Nouns and Pronouns, 273; Clauses, 285; Commas and Semicolons, 493; Dashes and Ellipses, 518; Handbook, R64–R65</p> <p><u>Spelling</u> Language Development, 272, 474; Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483</p> <p><u>Capitalization, Punctuation and Spelling</u> Performance Task: Proofread for Accuracy, 39, 207, 301, 395, 483, 509; Review, Revise, and Edit, 33; Nouns and Pronouns, 273; Vocabulary and Conventions Connection, 274; Edit for Word Choice and Conventions, 295; Spelling Tip, 299, 481; Reviewing, Revising, and Editing, 389 Teacher Edition Only: Conventions, 351</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons>Punctuation to Indicate a Pause, or Break, or Omission>Commas to Separate Items in Series and Coordinate Adjectives <i>myPerspectives Plus</i>>Grammar Tutorials>Comma Usage>Dashes</p>	<p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma, ellipsis, or dash to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly, consulting reference materials as needed. 						
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	O. Knowledge of Language							
<p><u>Student Edition / Teacher Edition</u> Examples: Active and Passive Voice, 25–26; Verb Moods, 52, 74; Subject-Verb Agreement, 393; Grammar Handbook, R59</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Verbs: Active and Passive Voice>Verbs: Subjunctive Mood and Conditional Mood>Verbs: Unnecessary Shifts in Tense, Voice, and Mood <i>myPerspectives Plus</i>>Conventions>Grammar Tutorials>Use Verbs in the Conditional and Subjective Mood>Use Verbs in the Indicative, Imperative, and Subjunctive Mood</p>	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice. • Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects. • Recognize and correct inappropriate shifts in verb voice and mood. 							

<p><u>Student Edition / Teacher Edition</u> Examples: <u>Context Clues</u> Context Clues, 44, 54, 66, 212, 306, 416, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443 Teacher Edition Only: Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500</p> <p><u>Greek and Latin Affixes and Roots</u> Greek Roots, 72; Latin Root, 218, 284, 292, 516; Latin Prefixes, 382; Latin Suffixes, 50, 154, 190, 408, 460; Old English Prefix, 310, 474; Old English Suffix, 272, 320; Etymology, 62; Word Families, 226</p> <p><u>Reference Materials</u> Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 72, 190, 218, 320, 422, 491, 516; Author's Word Choice, 51; Academic Vocabulary, 91, 257, 343, 441; Context Clues, 306; Concept Vocabulary, 50 Teacher Edition Only: Concept Vocabulary Reinforcement, 214; Strategic Support, 280; Word Meanings, 385</p> <p><u>Verify Initial Determination of Meaning</u> Word Study, 24, 154, 190, 408; Using a Dictionary and Thesaurus, 222, 314; Practice, 284; Concept Vocabulary, 218, 306 Teacher Edition Only: Strategic Support, 118; Concept Vocabulary, 224; Archaic Vocabulary, 419; English Language Support, 423</p>	<p>P. Vocabulary Acquisition and Use</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the initial determination of the meaning of a word or phrase. 							
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<p>(Continued)</p> <p><u>Vocabulary Acquisition</u> 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</p> <p>Teacher Edition Only: Multiple Meaning Words, 99, 419, 423, 472</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Context Clues <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Word Study Worksheets>Greek and Latin Roots and Affixes Lessons</p>	<p>(Continued)</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the initial determination of the meaning of a word or phrase. 							
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Figures of Speech</u> Figurative Meaning: Symbolism, 23; Sound Devices, 423; Allusions, 473; Figurative Language, 506; Determine Figurative Meaning, R45–R46; “To Fly,” 472</p> <p>Teacher Edition Only: Symbolism, 20; Figurative Language, 69, 167, , 514; Close Read, 359; Analyzing Visual Metaphors, 232</p> <p><u>Relationship Between Words</u> Base Words, 66; Word Study, 154; Concept Vocabulary, 272, 284, 488, 505; Synonyms and Antonyms, 24, 50, 66; Word Study, 292; Multiple-Meaning Words, 422</p> <p>Teacher Edition Only: Analyze Analogy, 366; Concept Vocabulary, 47, 214, 215, 317, 318; Vocabulary Development, 70; Archaic Vocabulary, 418, 419</p> <p><u>Connotations and Denotations</u> SE/TE: Connotation and Denotation, 50, 310, 311, 494, 505</p> <p>Teacher Edition Only: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor</p>	<p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations of words with similar denotations. 					
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<p>Student Edition / Teacher Edition Examples: 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, 488, 491, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 326, 384, 414, 520; Using Domain-Specific Vocabulary, 241; Unit Goals, 4, 90, 256, 342, 440</p> <p>Teacher Edition 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; Domain Specific Words, 225, 406, 413, 469</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>							
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