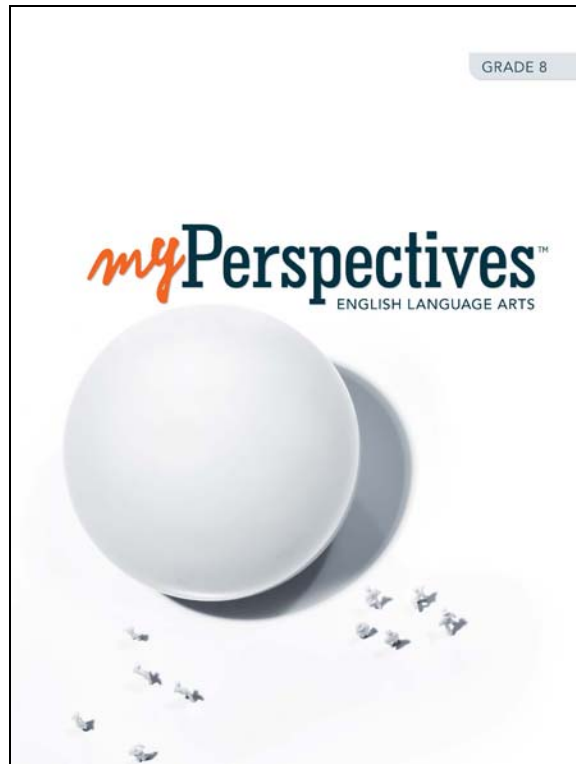


A Correlation of



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To the

**2016 Revised Alabama Course of Study
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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the 2016 Revised Alabama Course of Study English Language Arts. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number.

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

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

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

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| Grade 8 | |
| Students will: | |
| Reading Standards for Literature | |
| Key Ideas and Details | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1] | <p>SE/TE: "The Medicine Bag," 22–23; <i>The Diary of Anne Frank</i>, Act II, 188–189; "Flowers for Algernon," 380; "Uncle Marcos," 458–459, 463</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 1–2, 9</p> |
| 2. Determine a theme or central idea of a 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. [RL.8.2] | <p>SE/TE: [Theme] "Hanging Fire" / "Translating Grandfather's House," 63; "Flowers for Algernon," 381; "Uncle Marcos," 463;</p> <p>[Summary] "The Medicine Bag," 21; "Uncle Marcos," 457</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 15–16, 22</p> |
| 3. 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. [RL.8.3] | <p>SE/TE: <i>The Diary of Anne Frank</i>, Act I, 152–153; <i>The Diary of Anne Frank</i>, Act II, 189; "Flowers for Algernon," 373; "Uncle Marcos," 458–459; Other Resources: <i>Common Core Companion</i>, 28–29, 35</p> |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4] | <p>SE/TE: "The Medicine Bag," 23; "Hanging Fire" / "Translating Grandfather's House," 64; "Flowers for Algernon," 366; "Retort" / from <i>The People, Yes</i>, 422; from <i>The Invention of Everything Else</i>, 506</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 41–42, 48</p> |

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| 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5] | SE/TE: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; "Hanging Fire" / "Translating Grandfather's House," 63; "Flowers for Algernon" / from <i>Flowers for Algernon</i> (script), 388; "Retort" / from <i>The People, Yes</i> , 423; Other Resources: Common Core Companion, 54–55 |
| 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6] | SE/TE: "The Medicine Bag," 26–27; "The Setting Sun and the Rolling World," 73; <i>The Diary of Anne Frank</i> , Act I, 153; "Flowers for Algernon," 381; Other Resources: Common Core Companion, 61–62 |
| Integration of Knowledge and Ideas | |
| 7. 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. [RL.8.7] | SE/TE: <i>The Diary of Anne Frank</i> , Act II, 192–193; from <i>Flowers for Algernon</i> (script), 387; Other Resources: Common Core Companion, 68–69 |
| 8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9] | SE/TE: "Flowers for Algernon," 381; "Uncle Marcos," 463; Other Resources: Common Core Companion, 75–76 |

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| Range of Reading and Level of Text Complexity | |
| 9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10] | <p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: "The Medicine Bag," 13; "Hanging Fire," 56–57; <i>The Diary of Anne Frank</i>, Act I, 101; from <i>Maus</i>, 231; from <i>The Invention of Everything Else</i>, 495</p> <p><u>Additional Resources</u> <i>SE/TE: SE/TE: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 81, 247, 333, 431, 529; "Translating Grandfather's House," 58; "The Setting Sun and the Rolling World," 67; "Flowers for Algernon," 351; from Flowers for Algernon (script), 385; "Retort," 418; from The People, Yes, 420; "Uncle Marcos," from The House of the Spirits, 449; Independent-Learning Selections (Digital Only): "The Winter Hibiscus," "The Unknown Citizen," from The Time Machine, "Icarus and Daedalus"</i></p> |
| Reading Standards for Informational Text | |
| Key Ideas and Details | |
| 10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1] | <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219; Acceptance Speech for the Nobel Peace Prize, 227; "Barrington Irving, Pilot and Educator," 271; "Ban the Ban!" / "Soda's a Problem but...," 291</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 90–91, 97</i></p> |

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| 11. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2] | <p>SE/TE: [Central Idea] <i>Anne Frank: The Diary of a Young Girl</i>, 219; from “Blue Nines and Red Words,” 409; [Summary] Unit Introductions, 8, 94, 260, 346, 444</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 103–104, 110</p> |
| 12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3] | <p>SE/TE: “Barrington Irving, Pilot and Educator,” 271; from “Blue Nines and Red Words,” 409; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 116–117</p> |
| Craft and Structure | |
| 13. Determine the meaning of words and phrases as they are used in a 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. [RI.8.4] | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 51; “Words Do Not Pay,” 311; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 123–124, 130</p> |
| 14. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5] | <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 136–137</p> |

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| 15. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI.8.6] | <p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 227; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s A Problem, but ...,” 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from “Blue Nines and Red Words,” 409</p> <p><u>Additional Resources</u> SE/TE: “25 Years Later, Hubble Sees Beyond Troubled Start,” 517; Other Resources: <i>Common Core Companion</i>, 143–144, 150</p> |
| Integration of Knowledge and Ideas | |
| 16. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7] | <p>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank</i> / Frank Family and World War II Timeline, 200–201; “The Theory of Multiple Intelligences Infographic,” 414</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 156–157</p> |
| 17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8] | <p>SE/TE: “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 163–164</p> |
| 18. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9] | <p>SE/TE: “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Other Resources: <i>Common Core Companion</i>, 170–171</p> |

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| Range of Reading and Level of Text Complexity | |
| <p>19. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]</p> | <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 212; Acceptance Speech for the Nobel Peace Prize, 222; "Three Cheers for the Nanny State," 276; "Ban the Ban!" / "Soda's a Problem but...", 286; from <i>Follow the Rabbit-Proof Fence</i>, 314; "The Moth Presents: Aleeza Kazmi," 324</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: First-Read Guides</i>, 80, 246, 332, 430, 528; <i>Close-Read Guides</i>, 81, 247, 333, 431, 529; "Apache Girl's Rite of Passage," 28; "You Are the Electric Boogaloo" / "Just Be Yourself!," 44; "Barrington Irving, Pilot and Educator," 264; "Words Do Not Pay," 306; from "Blue Nines and Red Words," 400; "The Theory of Multiple Intelligences Infographic," 412; "To Fly," 464; "Nikola Tesla: The Greatest Inventor of All?," 488; "25 Years Later, Hubble Sees Beyond Troubled Start," 510; "Sounds of a Glass Armonica"; <i>Independent-Learning Selections (Digital Only)</i> "Cub Pilot on the Mississippi," from <i>I Know Why the Caged Bird Sings</i>, "Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood," "Childhood and Poetry," "Saving the Children," "A Great Adventure in the Shadow of War," "Irena Sendler: Rescuer of the Children of Warsaw," "Quiet Resistance" from <i>Courageous Teen Resisters</i>; "Remembering a Devoted Keeper of Anne Frank's Legacy," from <i>Through My Eyes</i>, "Harriet Tubman: Conductor on the Underground Railroad," "Is Personal Intelligence Important?," "Why Is Emotional Intelligence Important for Teens?," "The More You Know, the Smarter You Are?," from <i>The Future of the Mind</i>; "Ada Lovelace: a Science Legend," "Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize," "Scientists Build Robot That Runs, Call It 'Cheetah'"; <i>Other Resources: Common Core Companion</i>, 177-178</p> |

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| Writing Standards | |
| Text Types and Purposes | |
| 20. Write arguments to support claims with clear reasons and relevant evidence. [W.8.1] | SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but ...”, 294–295; “To Fly,” 476; Whole-Class Performance Tasks, 296-301, 478–483 <i>Additional Resources</i> <i>SE/TE:</i> “Barrington Irving, Pilot and Educator,” 274 |
| a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a] | SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Whole-Class Performance Tasks, 297–298, 479–480; Other Resources: Common Core Companion, 186–189; Interactive Writing Lessons: Argumentative Writing—Middle School |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b] | SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Whole-Class Performance Tasks, 297–298, 479–480; Other Resources: Common Core Companion, 187–189 |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c] | SE/TE: “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Tasks, 298, 482; Other Resources: Common Core Companion, 190 |
| d. Establish and maintain a formal style. [W.8.1d] | SE/TE: Whole-Class Performance Task, 298, 300; Other Resources: Common Core Companion, 190 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e] | SE/TE: “Barrington Irving, Pilot and Educator,” 274; Whole-Class Performance Task, 482; Other Resources: Common Core Companion, 191 |

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| <p>21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]</p> | <p>SE/TE: “The Setting Sun and the Rolling World,” 75; “Nikola Tesla: The Greatest Inventor of All?” / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 202–207, 390–395; Other Resources: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School</p> <p><u>Additional Resources</u> SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank</i> / <i>Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon</i> (script), 388–389; from <i>Maus</i>, 241; from “Blue Nines and Red Words,” 411</p> |
| <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]</p> | <p>SE/TE: Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 242–243; 426–427; Other Resources: Common Core Companion, 200</p> <p><u>Additional Resources</u> SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; <i>The Diary of Anne Frank</i> / <i>Frank Family and World War II Timeline</i>, 201; from <i>Flowers for Algernon</i> (script), 389</p> |
| <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]</p> | <p>SE/TE: <i>The Diary of Anne Frank</i> / <i>Frank Family and World War II Timeline</i>, 200–201; from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 203–204, 391</p> <p><u>Additional Resources</u> SE/TE: from <i>Maus</i>, 241; from <i>Flowers for Algernon</i> (script), 388</p> |
| <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]</p> | <p>SE/TE: Whole-Class Performance Tasks, 206, 394; Other Resources: Common Core Companion, 200</p> |
| <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]</p> | <p>SE/TE: from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394; Other Resources: Common Core Companion, 201</p> |

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| e. Establish and maintain a formal style. [W.8.2e] | SE/TE: Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427; Other Resources: Common Core Companion, 201 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f] | SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i> , 201; from <i>Flowers for Algernon</i> (script), 389; Whole-Class Performance Task, 204; Other Resources: Common Core Companion, 202 |
| 22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3] | SE/TE: “The Medicine Bag,” 26; from <i>Follow the Rabbit-Proof Fence</i> , 323; Whole-Class Performance Task, 34–39; Other Resources: Interactive Writing Lessons: Narrative Writing — Middle School |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a] | SE/TE: “The Medicine Bag,” 26; from <i>Follow the Rabbit-Proof Fence</i> , 323; Whole-Class Performance Task, 34–36; Other Resources: Common Core Companion, 209–212 |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b] | SE/TE: Whole-Class Performance Task: 35; Other Resources: Common Core Companion, 212, 215; Interactive Writing Lessons: Narrative Writing —Middle School |
| c. 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. [W.8.3c] | SE/TE: Whole-Class Performance Task, 37, (TE) 38; Other Resources: Common Core Companion, 213 |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d] | SE/TE: “The Medicine Bag,” 26; Whole-Class Performance Task, 38; Other Resources: Common Core Companion, 209-210, 212; Interactive Writing Lessons: Narrative Writing — Middle School |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e] | SE/TE: Understanding Story Structure, 35; Whole-Class Performance Task, 36, 38; Other Resources: Common Core Companion, 214 |

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| Production and Distribution of Writing | |
| <p>23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.8.4]</p> | <p>SE/TE: Performance Tasks, 34–39, 202–207, 296–301, 390–395, 478–483</p> <p><u>Additional Resources</u> <i>SE/TE: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; The Diary of Anne Frank, Acts I & II, 193; The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; from Maus, 241; "Three Cheers for the Nanny State" / "Ban the Ban!" "Soda's a Problem but...," 294–295; "Words Do Not Pay," 313; "Flowers for Algernon" (short story) / from Flowers for Algernon (script), 388–389; "Uncle Marcos," 462; "To Fly," 476; "Nikola Tesla: The Greatest Inventor of All?" from The Invention of Everything Else, 508–509; Other Resources: Common Core Companion, 219–220; Interactive Writing Lesson: Argumentative Writing-Middle School; Interactive Writing Lesson: Informative / Explanatory Writing-Middle School; Interactive Writing Lesson: Narrative Writing-Middle School; Interactive Writing Lesson: The Writing Process-Middle School</i></p> |
| <p>24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]</p> | <p>SE/TE: Performance Tasks, 39, 207, 301, 395; from <i>Follow the Rabbit-Proof Fence</i>, 323</p> |

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| <p>25. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]</p> | <p>SE/TE: Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; “Sounds of a Glass Armonica,” 523</p> <p><u>Additional Resources</u> <i>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 53; Performance Task: 76–77; "Retort" / from The People, Yes, 425; "To Fly," 477; Other Resources: Common Core Companion, 239–240, 246; Interactive Writing Lesson: The Writing Process-Middle School; Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Whiteboard Activity: Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School; Interactive Whiteboard Activity: Informative / Explanatory-Middle School</i></p> |
| Research to Build and Present Knowledge | |
| <p>26. 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. [W.8.7]</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 53; “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523; Other Resources: Interactive Research Lesson: Research Writing-Middle School</p> <p><u>Additional Resources</u> <i>SE/TE: "The Setting Sun and the Rolling World," 75; from Maus, 241; "Words Do Not Pay," 313; from Follow the Rabbit-Proof Fence, 323; "To Fly," 477; "25 Years Later, Hubble Sees Beyond Troubled Start," 519; Other Resources: Common Core Companion, 252–253, 256; Interactive Research Lesson: Sources and Evidence-Middle School</i></p> |

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| <p>27. 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. [W.8.8]</p> | <p>SE/TE: “The Setting Sun and the Rolling World,” 75; from <i>Maus</i>, 241; “Words Do Not Pay,” 313; Other Resources: Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523; <i>Other Resources:</i> <i>Common Core Companion</i>, 259–272; <i>Interactive Research Lesson: Research Writing-Middle School</i></p> |
| <p>28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]</p> | <p>SE/TE: from <i>Maus</i>, 241; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Tasks, 390–395, 478–483; “Uncle Marcos,” 462</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; “The Setting Sun and the Rolling World,” 75; <i>The Diary of Anne Frank, Acts I & II</i>, 193; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; <i>Performance Task</i>, 202–207; “Barrington Irving, Pilot and Educator,” 274; “Three Cheers for the Nanny State” / “Ban the Ban!” “Soda’s a Problem but...,” 294–295; “Words Do Not Pay,” 313; “Flowers for Algernon” (short story) / from <i>Flowers for Algernon (script)</i>, 388–389; from “Blue Nines and Red Words,” 411; <i>Performance Task</i>, 426–427; “To Fly,” 476; “Nikola Tesla: The Greatest Inventor of All?” / from <i>The Invention of Everything Else</i>, 508–509</p> |
| <p>a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a]</p> | <p>SE/TE: <i>The Diary of Anne Frank</i>, 193; “Flowers for Algernon” / from <i>Flowers for Algernon (script)</i>, 388–389; <i>Nikola Tesla: The Greatest Inventor of All?</i> / from <i>The Invention of Everything Else</i>, 508–509; Other Resources: <i>Common Core Companion</i>, 273–274</p> |

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| <p>b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b]</p> | <p>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...,” 294–295; Other Resources: <i>Common Core Companion</i>, 277–278</p> |
| Range of Writing | |
| <p>29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]</p> | <p>SE/TE: “The Medicine Bag,” 26; <i>The Diary of Anne Frank</i>, Act II, 193; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; <i>Whole-Class Performance Tasks</i>, 202–207, 296–301</p> |
| Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| <p>30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. [SL.8.1]</p> | <p>SE/TE: “Hanging Fire” / “Translating Grandfather’s House,” 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; <i>The Moth Presents: Aleeza Kazmi</i>, 327; “The Theory of Multiple Intelligences Infographic,” 415</p> <p><u><i>Additional Resources</i></u> <i>SE/TE:</i> “Retort” / <i>from The People, Yes</i>, 425; “Uncle Marcos,” 463; “Sounds of a Glass Armonica,” 522, <i>Share Your Independent Learning</i>, 82, 248, 334, 432, 530; <i>Small-Group Performance Tasks</i>, 328, 426–427, 524–525; <i>Other Resources: Common Core Companion</i>, 292–298</p> |

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| <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a]</p> | <p>SE/TE: “Hanging Fire” / “Translating Grandfather’s House,” 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; The Moth Presents: Aleeza Kazmi, 327; “The Theory of Multiple Intelligences Infographic,” 415</p> <p><u>Additional Resources</u> SE/TE: “Retort” / from <i>The People, Yes</i>, 425; “Uncle Marcos,” 463; “Sounds of a Glass Armonica,” 523; <i>Small-Group Performance Tasks</i>, 328, 426, 525; <i>Other Resources: Common Core Companion</i>, 292–298</p> |
| <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]</p> | <p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 229; <i>Small-Group Performance Task</i>, 426, 524</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 292–298</p> |
| <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]</p> | <p>SE/TE: “Hanging Fire” / “Translating Grandfather’s House,” 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; “The Theory of Multiple Intelligences Infographic,” 415; “Uncle Marcos,” 463</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> SE/TE: <i>Small-Group Performance Task</i>, 426; <i>Other Resources: Common Core Companion</i>, 292–298</p> |

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| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d] | SE/TE: <i>Anne Frank: The Diary of a Young Girl</i> , 221; <i>The Moth Presents: Aleeza Kazmi</i> , 327; <i>Small-Group Performance Tasks</i> , 427, 525; Other Resources: <i>Common Core Companion</i> , 292–298 |
| 31. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2] | SE/TE: from <i>Maus</i> , 240, 242–243; <i>The Moth Presents: Aleeza Kazmi</i> , 326, 327; Other Resources: <i>Common Core Companion</i> , 299–300 |
| 32. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [SL.8.3] | SE/TE: “Barrington Irving, Pilot and Educator,” 275; “25 Years Later, Hubble Sees Beyond Troubled Start,” 519; <i>Small-Group Performance Task</i> , 525; Other Resources: <i>Common Core Companion</i> , 304–307 |
| Presentation of Knowledge and Ideas | |
| 33. Present claims and findings, emphasizing salient 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. [SL.8.4] | SE/TE: “The Medicine Bag,” 27; “Barrington Irving, Pilot and Educator,” 275; “To Fly,” 477; <i>Small-Group Performance Tasks</i> , 77, 243 <u><i>Additional Resources</i></u> <i>SE/TE: Small-Group Performance Tasks</i> , 329, 427, 525 |
| 34. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5] | SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; “Retort” / from <i>The People, Yes</i> , 425; “To Fly,” 477; “Sounds of a Glass Armonica,” 523; <i>Small-Group Performance Task</i> , 76 <u><i>Additional Resources</i></u> <i>SE/TE: Small-Group Performance Tasks</i> , 243, 426–427 |
| 35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6] | SE/TE: “Barrington Irving, Pilot and Educator,” 275; <i>Whole-Group Performance Task</i> , 207; <i>Small-Group Performance Tasks</i> , 243, 329, 427 |

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| Language Standards | |
| Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). | |
| Conventions of Standard English | |
| 36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] | <p>SE/TE: "Uncle Marcos," 461–462; Whole-Class Performance Tasks, 299–301, 393–395, 481–483</p> <p><u>Additional Resources</u> <i>SE/TE: "The Medicine Bag," 25; "You Are the Electric Boogaloo" / "Just Be Yourself!," 52; "The Setting Sun and the Rolling World," 74; The Diary of Anne Frank, Act I, 155; The Diary of Anne Frank, Act II, 191; Acceptance Speech for the Nobel Peace Prize, 228; "Barrington Irving, Pilot and Educator," 273; "Three Cheers for the Nanny State," 285; "Ban the Ban! / Soda's a Problem but...," 293; "Words Do Not Pay," 312; from Follow the Rabbit-Proof Fence, 322; "Flowers for Algernon," 383; from "Blue Nines and Red Words," 410; "Retort" / from The People, Yes, 424; from The Invention of Everything Else, 507; Whole-Class Performance Task, 205–207; Grammar Handbook, R56–R62</i></p> |
| a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. | <p>SE/TE: For related material see: Performance Task: Write an Informational Essay, 393; Grammar Handbook, R59</p> |
| b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a] | <p>SE/TE: "Retort" / from <i>The People, Yes</i>, 424; Whole-Class Performance Task, 481–483; Other Resources: Common Core Companion, 327–328; myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Gerunds and Gerund; Interactive Grammar Practice Lessons—Phrases: Infinitives and Infinitive</p> <p><u>Additional Resources</u> <i>SE/TE: Grammar Handbook, R57; Other Resources: myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Participle and Participial</i></p> |

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| c. Form and use verbs in the active and passive voice. [L.8.1b] | SE/TE: “The Medicine Bag,” 25–26; Whole-Class Performance Task, 393–395; Other Resources: Common Core Companion, 329–330; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Active Voice and Passive Voice |
| d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] | SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; Other Resources: Common Core Companion, 331–332; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Subjunctive Mood and Conditional Mood; Interactive Grammar Practice Lessons—Sentences: Indicative, Imperative, Interrogative, and Exclamatory <i><u>Additional Resources</u></i> <i>Other Resources: myPerspectives+: Interactive Grammar Practice Lessons—Sentences: Indicative, Imperative, Interrogative, and Exclamatory</i> |
| e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d] | SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; Other Resources: Common Core Companion, 333–334; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Unnecessary Shifts in Tense, Voice, or Mood <i><u>Additional Resources</u></i> <i>SE/TE: Grammar Handbook, R59</i> |
| 37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] | SE/TE: “Barrington Irving, Pilot and Educator,” 273–274; “To Fly,” 475; “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R63–R65 <i><u>Additional Resources</u></i> <i>SE/TE: “Three Cheers for the Nanny State,” 285; “Ban the Ban!” / “Soda’s a Problem but...”, 293; Whole-Class Performance Tasks, 39, 205–207, 301, 395, 481, 483</i> |

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| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] | SE/TE: “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R63–R64; Other Resources: Common Core Companion, 335–336; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission |
| b. Use an ellipsis to indicate an omission. [L.8.2b] | SE/TE: “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R64 Other Resources: Common Core Companion, 337–338; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission |
| c. Spell correctly. [L.8.2c] | SE/TE: “Barrington Irving, Pilot and Educator,” 273–274; “To Fly,” 475; Whole-Class Performance Task, 301; Grammar Handbook, R64–R65; Other Resources: Common Core Companion, 339–340 |
| Knowledge of Language | |
| 38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] | SE/TE: Whole-Class Performance Tasks, 37–39, 205–207, 299–301, 393–395, 481–483 <i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i> |
| a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a] | SE/TE: “The Medicine Bag,” 25–26; “The Setting Sun and the Rolling World,” 74; Whole-Class Performance Task, 393; Other Resources: Common Core Companion, 341–342 |

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| Vocabulary Acquisition and Use | |
| <p>39. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies. [L.8.4]</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 44 [47, 48, 50]; “The Setting Sun and the Rolling World,” 66 [68, 70, 72]; Acceptance Speech for the Nobel Peace Prize, 222 [224, 226]; “Retort” / from <i>The People, Yes</i>, 422; “Nikola Tesla: The Greatest Inventor of All?,” 491</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u> <i>SE/TE: “Hanging Fire” / “Translating Grandfather’s House,” 54, 59, 62; Anne Frank: The Diary of a Young Girl, 212, 214, 215, 218; “Words Do Not Pay,” 306, 308, 310; from Follow the Rabbit-Proof Fence, 314–316, 319, 320; from “Blue Nines and Red Words,” 400, 403, 404, 408; “Retort” / from The People, Yes, 416, 419, 422; “Nikola Tesla: The Greatest Inventor of All,” 488–491, The Invention of Everything Else, 494, 500–502, 505; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510, 512, 513, 516</i></p> |
| <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a]</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 44 [47, 48, 50]; “Hanging Fire” / “Translating Grandfather’s House,” 54 [59, 62]; <i>Anne Frank: The Diary of a Young Girl</i>, 212 [214, 215, 218]; “Words Do Not Pay,” 306 [308, 310]; Other Resources: Common Core Companion, 343–344</p> <p><u>Additional Resources</u> <i>SE/TE: “Retort” / from The People, Yes, 416, 419, 422; The Invention of Everything Else, 494, 500, 501, 502, 505; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510, 512, 513, 516</i></p> |

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| <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). [L.8.4b]</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 50; “The Setting Sun and the Rolling World,” 72; <i>Anne Frank: The Diary of a Young Girl</i>, 218; “Flowers for Algernon,” 382; Other Resources: Common Core Companion, 345–346</p> <p><u>Additional Resources</u> <i>SE/TE: The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 190; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...,” 292; from “Blue Nines and Red Words,” 408; “Uncle Marcos,” 460; “25 Years Later, Hubble Sees Beyond Troubled Start,” 516</i></p> |
| <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c]</p> | <p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 222, 244, 246; from <i>Follow the Rabbit-Proof Fence</i>, 314–316, 319, 320; “Nikola Tesla: The Greatest Inventor of All?,” 491; Other Resources: Common Core Companion, 347–348</p> |
| <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]</p> | <p>SE/TE: “The Medicine Bag,” 24; <i>The Diary of Anne Frank, Act II, 190; Anne Frank: The Diary of a Young Girl, 218; Other Resources: Common Core Companion, 349–350</i></p> |
| <p>40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]</p> | <p>SE/TE: “The Medicine Bag,” 23; Acceptance Speech for the Nobel Peace Prize, 226, “Words Do Not Pay,” 311; <i>Follow the Rabbit-Proof Fence</i>, 320; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505–506</p> <p><u>Additional Resources</u> <i>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 51; The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 167; “Three Cheers for the Nanny State,” 284</i></p> |
| <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]</p> | <p>SE/TE: “The Medicine Bag,” 23; <i>The Diary of Anne Frank, Act II, 167, “To Fly,” 473; from The Invention of Everything Else, 506; Other Resources: Common Core Companion, 351–352</i></p> |

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| <p>b. Use the relationship between particular words to better understand each of the words. [L.8.5b]</p> | <p>SE/TE: <i>The Diary of Anne Frank</i>, Act I, 154; Acceptance Speech for the Nobel Peace Prize, 226, “Three Cheers for the Nanny State,” 284; <i>Follow the Rabbit-Proof Fence</i>, 320; Other Resources: Common Core Companion, 353–354</p> <p><u>Additional Resources</u> SE/TE: “The Setting Sun and the Rolling World,” 66; “Barrington Irving, Pilot and Educator,” 272</p> |
| <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). [L.8.5c]</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself,” 51; “Words Do Not Pay,” 311; from <i>The Invention of Everything Else</i>, 505; Other Resources: Common Core Companion, 355–356</p> |
| <p>41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]</p> | <p>SE/TE: “Apache Girl’s Right of Passage,” 28, 31; from <i>Maus</i>, 230, 240; Unit Introductions, 5, 91; Other Resources: Common Core Companion, 357–358</p> <p><i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p> |