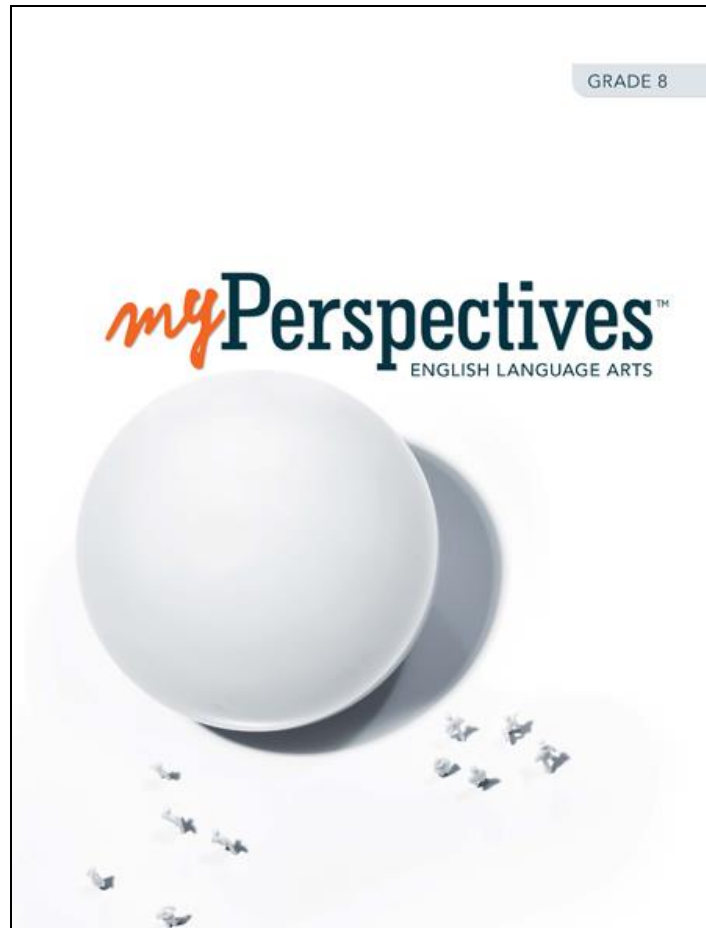


A Correlation of



Grade 8, ©2017

To the

**Colorado Academic Standards
Reading, Writing, and Communicating
Grade 8**

A Correlation of myPerspectives, Grade 8 to the Colorado Academic Standards, Reading, Writing, and Communicating

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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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Colorado Academic Standards 2020	myPerspectives Grade 8
8 - Eighth Grade	
(RW.8.1) Oral Expression and Listening	
(RW.8.1.1) Engage in effective collaborative discussions and analyze information presented.	
(1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.	<p>SE/TE: Class Discussion, 463, 477; Debate, 444, 519; 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, 535; Writing to Compare (group work), 388, 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>
(RW.8.1.1.a) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
(RW.8.1.1.a.i) 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.	<p>SE/TE: Class Discussion, 463, 477; Debate, 444, 519; 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, 535; Writing to Compare (group work), 388, 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>

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Colorado Academic Standards 2020	myPerspectives Grade 8
(RW.8.1.1.a.ii) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p>SE/TE: Group Discussion, 65, 229, 327, 415; Multimedia Presentation, 425, 426; Class Discussion, 463; Preparing for the Debate, 519; Plan with Your Group, 524; Rehearse With Your Group, 525</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> Common Core Companion, 292–298</p>
(RW.8.1.1.a.iii) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Debate, 519</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> Common Core Companion, 292–298</p>
(RW.8.1.1.a.iv) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415; Prepare to Compare, 388; Multimedia Presentation, 426; Debate, 519; Rehearse with Your Group, 427, 525</p> <p><u>Additional Resources</u> Common Core Companion, 292–298</p>
(RW.8.1.1.b) Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation.	<p>SE/TE: Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Speaking and Listening, 32; Deliver a Multimedia Presentation, 242–243</p> <p><u>Additional Resources</u> Common Core Companion, 299–300</p>

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(RW.8.1.1.c) 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.	<p>SE/TE: Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 525; Evaluate Discussion Participation, 477; Debate, 32, 519</p> <p><i>Additional Resources</i> Common Core Companion, 304–307</p>
(RW.8.1.2) Design organized presentations incorporating key details and claims while tailored for purpose and audience.	
(2) Deliver effective oral presentations for varied audiences and varied purposes.	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Deliver Multimedia Presentation, 242–243; Present an Argument, 328–329; Deliver Multimedia Presentation, 426–427; Conduct a Debate, 524–525; Speaking and Listening, 27, 53, 193, 229, 241, 275, 327, 415, 425, 463, 477, 519; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 535; Small-Group Performance Task: 77, 243, 427</p>
(RW.8.1.2.a) 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.	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Deliver Multimedia Presentation, 242–243; Present an Argument, 328–329; Deliver Multimedia Presentation, 426–427; Conduct a Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Write an Informative Speech, 390–395; Speaking and Listening: Monologue, 27; Comparing Video with Text, 32; Visual Presentation, 53; Dramatic Reading, 193; Multimedia Presentation, 425; Presentation, 275, 477, 523; Research: Multimedia Presentation, 241; Reflect on the Unit: 87, 253, 339, 437, 535</p>

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(RW.8.1.2.b) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SE/TE: Performance Task: Deliver Multimedia Presentation, 426–427; Performance Task: 76–77, 243, 329; Reflect on the Unit: 87; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523; Informative Presentation, 477
(RW.8.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Deliver Multimedia Presentation, 242–243; Present an Argument, 328–329; Deliver Multimedia Presentation, 426–427; Conduct a Debate, 524–525; Speaking and Listening, 27, 53, 193, 229, 241, 275, 327, 415, 425, 463, 477, 519; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 535; Small-Group Performance Task: 77, 243, 427
(RW.8.2) Reading for All Purposes	
(RW.8.2.1) Analyze and evaluate literary elements and an author’s choices to understand literary text.	
(3) Read a wide range of literary texts to build knowledge and to better understand the human experience.	<i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i> SE/TE: First-Read: Literature, 12, 54, 66, 100, 156, 230, 350, 416, 448, 494; Independent Learning: First-Read Guide, 80, 246, 332, 430; Close-Read Guide, 81, 247, 333, 431 TE 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>)

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Colorado Academic Standards 2020	myPerspectives Grade 8
(Continued)	(Continued) <u>Literary fiction selections include the following:</u> <i>The Medicine Bag, 12; Hanging Fire/Translating Grandfather's House, 54; The Setting Sun and the Rolling World, 66; The Diary of Anne Frank, Act I, 100; The Diary of Anne Frank, Act II, 156; from Follow the Rabbit-Proof Fence, 314; Flowers for Algernon, 350; Retort/The People, Yes, 416; Uncle Marcos, 448; from The Invention of Everything Else, 494; 25 Years Later, Hubble Sees Beyond a Troubled Start, 510</i>
(RW.8.2.1.a) Use Key Ideas and Details to:	
(RW.8.2.1.a.i) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Cite Textual Evidence, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505; Draw Conclusions, 22, 380; Inference, Character's Motivation, 189; Inferences, 290 TE only: Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236, 351 366, 385, 419, 452, 497, 499 <i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i> <u>Additional Resources</u> Common Core Companion, 1–2, 9
(RW.8.2.1.a.ii) 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.	SE/TE: Comprehension: Notebook (summary), 21, 457; Analyze Craft and Structure: Analyze Theme, 63, 73; Determining Theme, 381; Small-Group Performance Task: Deliver Multimedia Presentation, 426–427; Reflect, 248; Critical Review, 462; Speaking and Listening: Class Discussion, 463; Notebook, 71 TE only: Author's Perspective, 24, 42; Analyze Setting, 67; Small-Group Reading, 68, 316, 495; Analyze Dialogue, 124; Challenge, 421; Writing a Summary, 430 <u>Additional Resources</u> Common Core Companion, 15–16, 22

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(RW.8.2.1.a.iii) 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>SE/TE: Comprehension: Notebook, 71; Analyze Craft and Structure: Analyze Dialogue, 153; Character’s Motivation, 189; Close Read, 373, 449, 458</p> <p>TE only: Analyze Dialogue, 124; Analyze Setting, 67; Small-Group Reading, 68; Personalize for Learning, 74; Plot, 125; Writing a Summary, 430</p> <p><u>Additional Resources</u> Common Core Companion, 28–29, 35</p>
(RW.8.2.1.b) Use Craft and Structure to:	
(RW.8.2.1.b.i) 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.	<p>SE/TE: Symbolism, 23; Author’s Style, 64; Descriptive Writing, 321; Determine Figurative Meaning: Sound Devices, 423; Language Development, 422; Determine Figurative Meaning: Sound Devices, 423; Analyze Word Choice: Figurative Language, 506; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505</p> <p>TE only: Figurative Language, 69, 167, 385</p> <p><u>Additional Resources</u> Common Core Companion, 41–42, 48</p>
(RW.8.2.1.b.ii) 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.	<p>SE/TE: Writing to Compare: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 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: Poetic Structures, 423; Prepare to Compare, 508</p> <p><u>Additional Resources</u> Common Core Companion, 54–55</p>
(RW.8.2.1.b.iii) Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor.	<p>SE/TE: Writing to Sources, 26; Analyze Craft and Structure: Point of View, 73; Dialogue, 153; Analyze Craft and Structure: Point of View, 381</p> <p>TE only: Analyze Perspective, 351</p> <p><u>Additional Resources</u> Common Core Companion, 61–62</p>

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(RW.8.2.1.c) Use Integration of Knowledge and Ideas to:	
(RW.8.2.1.c.i) 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>SE/TE: Writing to Sources: Drama Review, 193; from <i>Flowers for Algernon</i>: Analyze the Text, 387; Writing to Compare, 388–389</p> <p><u>Additional Resources</u> Common Core Companion, 68–69</p>
(RW.8.2.1.c.ii) 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.	<p>SE/TE: Analyze Craft and Structure “Flowers for Algernon,” 381; Speaking and Listening: “Uncle Marcos,” 463</p> <p><u>Additional Resources</u> Common Core Companion, 75–76</p>
(RW.8.2.1.d) Use Range of Reading and Complexity of Text to:	
(RW.8.2.1.d.i) 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.	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read: Literature, 12, 54, 66, 100, 156, 230, 350, 416, 448, 494; Independent Learning: First-Read Guide, 80, 246, 332, 430; Close-Read Guide, 81, 247, 333, 431</p> <p>TE 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><u>Literary fiction selections include the following:</u> <i>The Medicine Bag</i>, 12; <i>Hanging Fire/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; from <i>Follow the Rabbit-Proof Fence</i>, 314; <i>Flowers for Algernon</i>, 350; <i>Retort/The People, Yes</i>, 416; <i>Uncle Marcos</i>, 448; from <i>The Invention of Everything Else</i>, 494; <i>25 Years Later, Hubble Sees Beyond a Troubled Start</i>, 510</p>

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(RW.8.2.2) Analyze and evaluate an author’s choices to understand informational text.	
(4) Read a wide range of informational texts to build knowledge and to better understand the human experience.	<p>SE/TE: <i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read: Nonfiction, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510; Independent Learning: First-Read Guide, 80, 246, 332, 430; Close-Read Guide, 81, 247, 333, 431</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>You Are the Electric Boogaloo/Just Be Yourself, 44; Barrington Irving, Pilot and Educator, 264; Three Cheers for the Nanny State, 276; Soda Ban? What About Personal Choice?, 286; 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</i></p>
(RW.8.2.2.a) Use Key Ideas and Details to:	
(RW.8.2.2.a.i) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: 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, 520; Analyze Craft and Structure: Central Idea and Supporting Details, 219</p> <p>TE only: Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 489, 511, 514, 521</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> Common Core Companion, 90–91, 97</p>

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(RW.8.2.2.a.ii) 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.	<p>SE/TE: Unit Introductions: Summaries, 8, 94, 260, 346, 444; Analyze Craft and Structure: Main Idea and Supporting Details, 219; Central Ideas, 409; Determine Main Idea and Supporting Details, 291; Practice, 283; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286</p> <p>TE only: Informational Model, 344</p> <p><u>Additional Resources</u> Common Core Companion, 103–104, 110</p>
(RW.8.2.2.a.iii) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories).	<p>SE/TE: Analyze Craft and Structure: Characterization in Nonfiction, 271; Analyze Informational Texts: Memoir and Reflective Writing, 409; Present an Informative Multimedia Presentation, 426–427; First Read: Nonfiction, 464; Analyze Text Structure: Text Structure, 473; Analyze Text Structure: Biographical Writing, 492</p> <p>TE only: Analyze Analogy, 279</p> <p><u>Additional Resources</u> Common Core Companion, 116–117</p>
(RW.8.2.2.b) Use Craft and Structure to:	
(RW.8.2.2.b.i) 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.	<p>SE/TE: Tone (connotation), 51; Word Choice, 220; Persuasive Techniques, 311; Descriptive Writing, 321; Analyze Text Structure: Expository Writing, 473; Determine Author’s Purpose: Diction and Tone, 517; Concept Vocabulary, 50, 54, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 412, 414, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE only: Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p> <p><u>Additional Resources</u> Common Core Companion, 123–124, 130</p>

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(RW.8.2.2.b.ii) 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.	<p>SE/TE: Analyze Craft and Structure: Central Idea and Supporting Details, 219; Author’s Style: Parallelism, 317; Descriptive Writing, 321; Analyze Text Structure: Expository Writing, 473; Analyze the Text, 226, 310, 491</p> <p>TE only: Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p> <p><i>Additional Resources</i> Common Core Companion, 136–137</p>
(RW.8.2.2.b.iii) 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.	<p>SE/TE: Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Determine 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</p> <p><i>Additional Resources</i> Common Core Companion, 143–144, 150</p>
(RW.8.2.2.c) Use Integration of Knowledge and Ideas to:	
(RW.8.2.2.c.i) Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea.	<p>SE/TE: Frank Family and World War II Timelines: 194–198; Prepare to Compare, 200; Writing to Compare, 32–33, 200–201; Analyze the Media, 240, 414</p> <p><i>Additional Resources</i> Common Core Companion, 156–157</p>
(RW.8.2.2.c.ii) 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.	<p>SE/TE: Analyze Craft and Structure: Evaluate Author’s Argument, 283; Conflicting Arguments, 291; Writing to Compare, 294–295; Persuasive Techniques, 311; Writing to Sources: Argumentative Essay, 476</p> <p>TE only: Launch Text: Argument Model, 258, 442</p> <p><i>Additional Resources</i> Common Core Companion, 163–164</p>

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(RW.8.2.2.c.iii) 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.	<p>SE/TE: Analyze Craft and Structure: Conflicting Arguments, 291; Writing to Compare, 294–295</p> <p><u>Additional Resources</u> Common Core Companion, 170–171</p>
(RW.8.2.2.d) Range of Reading and Level of Text Complexity	
(RW.8.2.2.d.i) 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.	<p>SE/TE: <i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read: Nonfiction, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510; Independent Learning: First-Read Guide, 80, 246, 332, 430; Close-Read Guide, 81, 247, 333, 431</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>You Are the Electric Boogaloo/Just Be Yourself, 44; Barrington Irving, Pilot and Educator, 264; Three Cheers for the Nanny State, 276; Soda Ban? What About Personal Choice?, 286; 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</i></p>

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(RW.8.2.3) Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.	
(5) Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	<p>SE/TE: Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</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> <p><u>Additional Resources</u> Common Core Companion, 357–358</p>
(RW.8.2.3.a) 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.	
(RW.8.2.3.a.i) Use context (for example: 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.	<p>SE/TE: Context Clues, 44, 54, 66, 212, 306, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443</p> <p>TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500; Word Study, 24; Strategic Support, 118; Vocabulary Development, 162, 494; Unfamiliar Words, 280</p> <p><u>Additional Resources</u> Common Core Companion, 343–344</p>

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(RW.8.2.3.a.ii) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: precede, recede, secede).	<p>SE/TE: Greek Roots, 72, 272, 292; Latin Root, 292, 516; Greek Suffix, 154; Latin Prefixes, 382; Latin Suffixes, 50, 190, 218, 408, 460; Old English Prefix, 474; Prefixes and Suffixes, 284, 310, 320; Etymology, 505</p> <p><u>Additional Resources</u> Common Core Companion, 345–346</p>
(RW.8.2.3.a.iii) Consult general and specialized reference materials (for example: 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.	<p>SE/TE: Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 494; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510</p> <p>TE only: Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420</p> <p><u>Additional Resources</u> Common Core Companion, 347–348</p>
(RW.8.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Word Study, 24, 50, 62, 190, 218, 491; Context Clues, 306</p> <p>TE only: Personalize for Learning, 118</p> <p><u>Additional Resources</u> Common Core Companion, 349–350</p>
(RW.8.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(RW.8.2.3.b.i) Interpret figures of speech (for example: verbal irony, puns) in context.	<p>SE/TE: Figurative Meaning: Symbolism, 23; Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508</p> <p>TE only: Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232</p> <p><u>Additional Resources</u> Common Core Companion, 351–352</p>

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(RW.8.2.3.b.ii) Use the relationship between particular words to better understand each of the words.	<p>SE/TE: Synonyms and Antonyms, 24, 50, 66, 284, 416; Concept Vocabulary, 154; Using a Dictionary and Thesaurus, 222, 314; Why These Words, 320; Technical Vocabulary, 488; Media Vocabulary, 230</p> <p>TE only: Analyze Analogy, 366; Concept Vocabulary, 47, 214, 215, 224, 317, 318, 501; Vocabulary Development, 70; Archaic Vocabulary, 418, 420</p> <p><i>Additional Resources</i> Common Core Companion, 353–354</p>
(RW.8.2.3.b.iii) Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: bullheaded, willful, firm, persistent, resolute).	<p>SE/TE: Word Choice, 311; Connotation and Denotation, 494; Analyze Craft and Structure, 51, 227, 517; Word Study, 505</p> <p>TE only: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p> <p><i>Additional Resources</i> Common Core Companion, 355–356</p>
(RW.8.2.3.c) 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.	<p>SE/TE: Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</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>

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(RW.8.3) Writing and Composition	
(RW.8.3.1) Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.	
(6) Craft arguments using techniques specific to the genre.	SE/TE: Writing to Compare, 294–295; Whole-Class Performance Task: Write an Argument, 296–300; Write an Argument, 478–482; Writing to Sources: Dramatic Reading, 192; Argumentative Essay, 274; Critical Review, 462; Argumentative Essay, 476; Write an Argument, 296–301, 478–483; Assessment: Argument, 336; Resources Tool Kit: Argument, R6–R11
(RW.8.3.1.a) Write arguments to support claims with clear reasons and relevant evidence.	
(RW.8.3.1.a.i) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297; Evaluating Your Draft, 300, 482; Drafting, 300, 480; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476 <i>Additional Resources</i> Common Core Companion, 186–189; Interactive Writing Lessons: Argumentative Writing—Middle School
(RW.8.3.1.a.ii) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297, 479; Drafting, 300, 480; Writing to Sources: Argumentative Essay, 274; Critical Review, 462; Writing to Compare: Argument, 295; Writing to Sources: Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509 <i>Additional Resources</i> Common Core Companion, 187–189
(RW.8.3.1.a.iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Drafting, 300; Use Language to Make Connections, 482; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476 <i>Additional Resources</i> Common Core Companion, 190

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(RW.8.3.1.a.iv) Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 296, 478; Maintain Formal Style, 300; Evaluating Your Draft, 482; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509</p> <p><i>Additional Resources</i> Common Core Companion, 190</p>
(RW.8.3.1.a.v) Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 296; Drafting, 298, 480; Evaluating Your Draft, 300, 482; Conclusion, 482; Writing to Sources: Argumentative Essay, 274; Writing to Compare: Argument, 295; Argumentative Essay, 476; Argumentative Essay, 509</p> <p><i>Additional Resources</i> Common Core Companion, 191</p>
(RW.8.3.2) Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.	
(7) Craft informational/explanatory texts using techniques specific to the genre.	<p>SE/TE: Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395; Writing to Compare: Comparison-and-Contrast Essay, 389; Research: Informational Report, 75; Research Report, 313; Brief Informational Report, 411; Writing to Compare, 508–509; Resources Tool Kit: Informative, R12–R17</p> <p><i>Additional Resources</i> Interactive Writing Lessons: Informative/Explanatory Writing—Middle School</p>

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(RW.8.3.2.a) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
(RW.8.3.2.a.i) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203; Drafting, 204, 392; Revising, 206; Writing to Compare: Essay, 201; Research: Informational Report, 74; Research Report, 313; Deliver a Multimedia Presentation, 242–243, 426–427</p> <p><u>Additional Resources</u> Common Core Companion, 200</p>
(RW.8.3.2.a.ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391; Drafting, 204; Revising, 206; Research: Informational Report, 74; Research Report, 313; Brief Informational Report, 411; Writing to Compare: Essay About The Time Period, 201; Comparison-and-Contrast Essay, 389; Writing to Sources: Dramatic Reading, 192</p>
(RW.8.3.2.a.iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising Sentences by Combining with Conjunctions, 205; Transitions, 206, 394; Elements of an Explanatory Essay, 202; Writing to Compare: Comparison-and-contrast essay, 389</p> <p><u>Additional Resources</u> Common Core Companion, 200</p>
(RW.8.3.2.a.iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising for Word Choice and Style, 206; Precise, Formal Words, 394; Research: Informational Report, 74; Brief Informational Report, 411</p> <p><u>Additional Resources</u> Common Core Companion, 201</p>

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(RW.8.3.2.a.v) Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390 Revising for Word Choice and Style, 206; Precise, Formal Words, 394; Presentation Techniques (formal), 427; Research: Informational Report, 74; Brief Informational Report, 411</p> <p><u>Additional Resources</u> Common Core Companion, 201</p>
(RW.8.3.2.a.vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>SE/TE: Support Your Conclusion, 201; Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391 Drafting, 204, 392; Draft Strong Introduction and Conclusion, 389; Research: Informational Report, 74</p> <p><u>Additional Resources</u> Common Core Companion, 202</p>
(RW.8.3.3) Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.	
(8) Craft narratives using techniques specific to the genre.	<p>SE/TE: Whole-Class Performance Task: Nonfiction Narrative, 34–39; Writing to Sources: Retelling, 26; Journal Entry, 323; Letter, 323; Nonfiction Narrative, 84; Diary Entry, 220; Resources Tool Kit: Narrative, R18–R23 TE only: Write a Poem, 421</p> <p><u>Additional Resources</u> Interactive Writing Lessons: Narrative Writing — Middle School</p>

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(RW.8.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
(RW.8.3.3.a.i) 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.	SE/TE: Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Prewriting, 35; Evaluating Your Draft, 38; Journal Entry, 323 <i>Additional Resources</i> Common Core Companion, 209–212
(RW.8.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE/TE: Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Prewriting/Planning, 35; Organize a Sequence of Events, 36; First Draft, 36; Evaluating Your Draft, 38; Journal Entry, 323 <i>Additional Resources</i> Common Core Companion, 212, 215; Interactive Writing Lessons: Narrative Writing — Middle School
(RW.8.3.3.a.iii) 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.	SE/TE: Elements of a Nonfiction Narrative, 34; Language Development: Create Cohesion: Transitions, 37 <i>Additional Resources</i> Common Core Companion, 213
(RW.8.3.3.a.iv) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE/TE: Writing to Sources: Retelling, 26; Elements of a Nonfiction Narrative, 34; Precise Language, 38 <i>Additional Resources</i> Common Core Companion, 209-210, 212; Interactive Writing Lessons: Narrative Writing — Middle School
(RW.8.3.3.a.v) Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE/TE: Elements of a Nonfiction Narrative, 34; Drafting, 36; Revising, 38 <i>Additional Resources</i> Common Core Companion, 214

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(RW.8.3.3.a.vi) Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	SE/TE: Writing to Sources: Retelling, 26; Elements of a Nonfiction Narrative, 34; Precise Language, 38 <i>Additional Resources</i> Common Core Companion, 209-210, 212; Interactive Writing Lessons: Narrative Writing — Middle School
(RW.8.3.4) Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	
(9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	SE/TE: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483; Publishing and Presenting, 39, 207, 301, 395, 483 <i>Additional Resources</i> Other Resources: Common Core Companion (all writing lessons focus on the writing process, for examples see: 185–195); Interactive Writing Lessons: The Writing Process: Drafting, Revising
(RW.8.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(RW.8.3.4.a.i) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SE/TE: Participial and Infinitive Phrases, 424; Revising to Combine Sentences Using Gerunds and Participles, 481 <i>Additional Resources</i> myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Participle and Participial
(RW.8.3.4.a.ii) Form and use verbs in the active and passive voice.	SE/TE: Verbs in Active and Passive Voice, 25; Whole-Class Performance Task: Subject-Verb Agreement, 393 <i>Additional Resources</i> Common Core Companion, 329–330; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Active Voice and Passive Voice

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(RW.8.3.4.a.iii) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<p>SE/TE: Verbs: Mood, 52, 74; Grammar Handbook, R57</p> <p><i>Additional Resources</i> myPerspectives+: Interactive Grammar Practice Lessons—Sentences: Indicative, Imperative, Interrogative, and Exclamatory</p>
(RW.8.3.4.a.iv) Recognize and correct inappropriate shifts in verb voice and mood.	<p>SE/TE: Verbs: Mood, 52; Grammar Handbook, R57</p> <p><i>Additional Resources</i> Common Core Companion, 333–334; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Unnecessary Shifts in Tense, Voice, or Mood</p>
(RW.8.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(RW.8.3.4.b.i) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<p>SE/TE: Commas and Semicolons, 493; Dashes and Ellipses, 518; Grammar Handbook, R63–R64</p> <p><i>Additional Resources</i> Common Core Companion, 335–336; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission</p>
(RW.8.3.4.b.ii) Use an ellipsis to indicate an omission.	<p>SE/TE: Dashes and Ellipses, 518; Grammar Handbook, R63–R64</p> <p><i>Additional Resources</i> Common Core Companion, 335–336; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission</p>

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(RW.8.3.4.b.iii) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.	<p>SE/TE: Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483</p> <p><u>Additional Resources</u> Common Core Companion, 339–340</p>
(RW.8.3.4.c) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
(RW.8.3.4.c.i) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<p>SE/TE: Verbs in Active and Passive Voice, 25; also see: Language Development: Conventions, 393</p> <p><u>Additional Resources</u> Common Core Companion, 329–330</p>
(RW.8.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>SE/TE: 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; Writing to Compare, 33, 201, 295, 389, 509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84–85, 250–251, 336–337, 434–435, 532–533</p> <p><u>Additional Resources</u> 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</p>

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<p>(RW.8.3.4.e) 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.</p>	<p>SE/TE: 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</p> <p><i>Additional Resources</i> Other Resources: Common Core Companion (all writing lessons focus on the writing process, for examples see: 185–195); Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>
<p>(RW.8.3.4.f) 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.</p>	<p>SE/TE: Writing to Sources: Video Review, 33; Multimedia Presentation, 241; Give Evidence with Media Examples, 76, 242; Publishing and Presenting, 301, 483; Speaking and Listening: Multimedia Presentation, 425; Performance Task: Deliver Multimedia Presentation, 426–427 TE only: Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan with Your Group, 242</p> <p><i>Additional Resources</i> 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</p>

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(RW.8.3.4.g) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 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; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84–85, 250–251, 336–337, 434–435, 532–533; Drama Review, 193
(RW.8.4) Research Inquiry and Design	
(RW.8.4.1) Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.	
(10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 TE only: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470 <u>Additional Resources</u> Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School; Common Core Companion, 259–272

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(RW.8.4.1.a) 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>SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p> <p><i>Additional Resources</i> Common Core Companion, 252–253, 256; Interactive Research Lesson: Sources and Evidence-Middle School; Research Writing-Middle School</p>
(RW.8.4.1.b) 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.	<p>SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p> <p><i>Additional Resources</i> Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School; Common Core Companion, 259–272</p>

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(RW.8.4.1.c) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(RW.8.4.1.c.i) Apply grade 8 Reading standards to literature (for example: “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”).	<p>SE/TE: Drama Review, 193; Practice: Notebook, 381, 459; also see: Writing to Compare, 200–201, 388–389</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 273–274</p>
(RW.8.4.1.c.ii) Apply grade 8 Reading standards to literary nonfiction (for example: “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”).	<p>SE/TE: Practice: Notebook, 283, 291; Writing to Sources: Argumentative Essay, 274; also see: Writing to Compare, 32–33, 200–201, 294–295, 508–509</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 277–278</p>