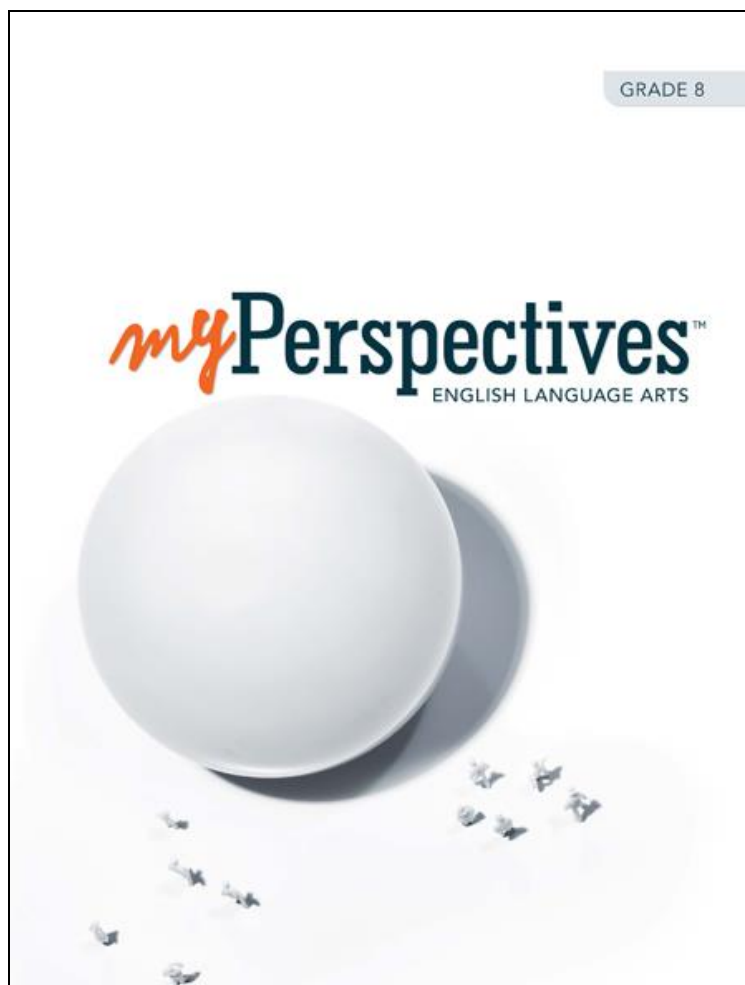


## A Correlation of



**Grade 8 ©2022**

**To the**

# **Kentucky Academic Standards for Reading and Writing 2019 Grade 8**

# A Correlation of myPerspectives English Language Arts to the Kentucky Academic Standards, Reading and Writing 2019, Grade 8

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Kentucky Academic Standards for Reading and Writing**. Correlation page references are to the Student Edition, Teacher’s Edition and are cited by selection and feature title. Digital citations to the online version of myPerspectives are included as well.

*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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Kentucky Academic Standards Reading and Writing 2019, Grade 8	myPerspectives English Language Arts Grade 8
<b>Reading Standards for Literature RL.8</b>	
Key Ideas and Details	
Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.1	<p><b>SE/TE:</b> “The Medicine Bag,” 22–23; “Hanging Fire” / “Translating Grandfather’s House,” 62; “The Setting Sun and the Rolling World,” 73; “<i>The Diary of Anne Frank</i>, Act II, 188-189; “Flowers for Algernon,” 380; “Uncle Marcos,” 458–459, 463; from <i>The Invention of Everything Else</i>, 505, 506</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 1–2, 9</p>
Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. RL.8.2	<p><b>SE/TE: [Theme]</b> “Hanging Fire” / “Translating Grandfather’s House,” 62–63; “Flowers for Algernon,” 380, 381; “Uncle Marcos,” 457, 463; <b>[Summary]</b> “The Medicine Bag,” 21; “Uncle Marcos,” 457, 463</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 15–16, 22</p>
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><b>SE/TE:</b> The Diary of Anne Frank, Act I, 153; The Diary of Anne Frank, Act II, 189; “Flowers for Algernon,” 373; “Uncle Marcos,” 458–459 <b>TE only:</b> Analyze Dialogue, 124; Analyze Setting, 67; Small-Group Reading, 68; Personalize for Learning, 74; Plot, 125; Writing a Summary, 430</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 28–29, 35</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 8	myPerspectives English Language Arts Grade 8
Craft and Structure	
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 but not limited to analogies or allusions to other texts. RL.8.4	<p><b>SE/TE:</b> “The Medicine Bag,” 24; “Hanging Fire” / “Translating Grandfather’s House,” 62, 64; “<i>The Setting Sun and the Rolling World</i>,” 72; <i>The Diary of Anne Frank</i>, Act I, 154; <i>The Diary of Anne Frank</i>, Act II, 190; “Flowers for Algernon,” 366, 382; “Retort” / from <i>The People, Yes</i>, 422; from <i>The Invention of Everything Else</i>, 506</p> <p><b>TE only:</b> Figurative Language, 69, 167</p> <p><i>In addition, students address this standard in the Concept Vocabulary features which appear with every literature selection.</i></p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 41–42, 48</p>
Compare/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	<p><b>SE/TE:</b> “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; “Hanging Fire” / “Translating Grandfather’s House,” 63; “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388; “Retort” / from <i>The People, Yes</i>, 423;</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 54–55</p>
Analyze characters’ and readers’ perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. RL.8.6	<p><b>SE/TE:</b> “The Medicine Bag,” 26–27; “The Setting Sun and the Rolling World,” 73; <i>The Diary of Anne Frank</i>, Act I, 153; “Flowers for Algernon,” 381</p> <p><b>TE only:</b> Analyze Perspective, 351</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 61–62</p>
Integration of Knowledge and Ideas	
Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors. RL.8.7	<p><b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act II, 192–193; from <i>Flowers for Algernon</i> (script), 387</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 68–69</p>

**SE = Student Edition**

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Kentucky Academic Standards Reading and Writing 2019, Grade 8	myPerspectives English Language Arts Grade 8
<p>Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new. RL.8.9</p>	<p><b>SE/TE:</b> “Flowers for Algernon,” 380, 381; “Uncle Marcos,” 463; “To Fly,” 473; Whole-Group Performance Task, Unit 5: 478–479  <b>TE only:</b> Analyze Allusions, 49; Challenge, 476</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 75–76</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. RL.8.10</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> First-Read Guide, Unit 1: 80, Unit 2: 246, Unit 3: 332, Unit 4: 430, Unit 5: 528; Close-Read Guide, Unit 1: 81, Unit 2: 247, Unit 3: 333, Unit 4: 431, Unit 5: 529; “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; Maus, 230; “Flowers for Algernon,” 350; Flowers for Algernon (video), 384; “Retort” / “The People, Yes,” 416; “Uncle Marcos,” 448; “The Invention of Everything Else,” 494  <b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: The House on Mango Street, The Boy in the Striped Pajamas, Ender’s Game, The Time Machine)</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 8	myPerspectives English Language Arts Grade 8
<b>Reading Standards for Informational Text RI.8</b>	
<b>Key Ideas and Details</b>	
<p>Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 50, 51; Anne Frank: The Diary of a Young Girl, 219; “Acceptance Speech for the Nobel Peace Prize,” 227; “Barrington Irving, Pilot and Educator,” 271; “Ban the Ban!” / “Soda’s a Problem but...”, 291; Words Do Not Pay,” 310, 311; from “Blue Nines and Red Words,” 408, 409; “To Fly,” 472, 473  <b>TE only:</b> 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><b>Digital Resources:</b>  myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 90–91, 97</p>
<p>Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. RI.8.2</p>	<p><b>SE/TE:</b> Anne Frank: The Diary of a Young Girl, 218, 219; “Acceptance Speech for the Nobel Peace Prize,” 225; “Three Cheers for the Nanny State,” 283; Blue Nines and Red Words, 409; Performance Task: Unit 4: 427; First Read: Nonfiction, 276, 286  <b>TE only:</b> Informational Model, 344</p> <p><i>In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 49, 71, 281, 309).</i></p> <p><b>Digital Resources:</b>  myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 103–104, 110</p>
<p>Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text. RI.8.3</p>	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 271; Blue Nines and Red Words, 409; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 491, 492  <b>TE only:</b> Analyze Analogy, 279</p> <p><b>Digital Resources:</b>  myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 116–117</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 8	myPerspectives English Language Arts Grade 8
<p>Craft and Structure</p> <p>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. RI.8.4</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 51; Anne Frank: The Diary of a Young Girl, 220; “Acceptance Speech for the Nobel Peace Prize,” 226; “Words Do Not Pay,” 311; Follow the Rabbit-Proof Fence, 321; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505</p> <p><b>TE only:</b> Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p> <p><i>In addition, students address this standard in the Concept Vocabulary features which appear with every literature selection.</i></p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 123–124, 130</p>
<p>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>	<p><b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl</i>, 219; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><b>TE only:</b> Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 136–137</p>
<p>Determine an author’s perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6</p>	<p><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 227; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s A Problem, but ...,” 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from “Blue Nines and Red Words,” 409; “25 Years Later, Hubble Sees Beyond Troubled Start,” 517</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 143–144, 150</p>



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<b>Kentucky Academic Standards Reading and Writing 2019, Grade 8</b>	<b>myPerspectives English Language Arts Grade 8</b>
Integration of Knowledge and Ideas	
Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas. RI.8.7	<p><b>SE/TE:</b> 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><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 156–157</p>
Identify 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><b>SE/TE:</b> “Three Cheers for the Nanny State,” 282-283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295</p> <p><b>TE only:</b> Launch Text: Argument Model, 258, 442</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 163–164</p>
Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation. RI.8.9	<p><b>SE/TE:</b> “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 170–171</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 8	myPerspectives English Language Arts Grade 8
<b>Range of Reading and Level of Text Complexity</b>	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently. RI.8.10	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> First-Read Guide, Unit 1: 80, Unit 2: 246, Unit 3: 332, Unit 4: 430, Unit 5: 528; Close-Read Guide, Unit 1: 81, Unit 2: 247, Unit 3: 333, Unit 4: 431, Unit 5: 529; “Apache Girl’s Rite of Passage,” 28; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 44; “Frank Family and World War II Timeline,” 194; Anne Frank: The Diary of a Young Girl, 212; “Acceptance Speech for the Nobel Peace Prize,” 222; “Barrington Irving, Pilot and Educator,” 264; “Three Cheers for the Nanny State,” 276; “Ban the Ban!” / “Soda’s a Problem but...”, 286; “Words Do Not Pay,” 306; Follow the Rabbit-Proof Fence, 314; “The Moth Presents: Aleeza Kazmi,” 324; 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,” 520</p>
<b>Composition C.8</b>	
<b>Text Types and Purposes</b>	
Compose arguments to support claims with clear reasons and relevant evidence. C.8.1	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 274; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 296–301, Unit 5: 478–480–483; Performance-Based Assessment, Unit 3: 335–337, Unit 5: 531–532; Resources Tool Kit: Argument, R6–R11</p> <p><b>Digital Resources:</b>  <a href="#">myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 185–195</a>  <a href="#">myPerspectives Plus&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing - Middle School</a></p>

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<b>Kentucky Academic Standards Reading and Writing 2019, Grade 8</b>	<b>myPerspectives English Language Arts Grade 8</b>
<p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.8.1a</p>	<p><b>SE/TE:</b> “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 296–301, Unit 5: 478–480–483; Performance-Based Assessment, Unit 3: 335–337, Unit 5: 531–532; Resources Tool Kit: Argument, R6–R11</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 185–195</p>
<p>Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. C.8.1b</p>	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 274; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 297–298, Unit 5: 479; Performance-Based Assessment, Unit 3: 335–337, Unit 5: 531–532</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 186–189 <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing—Middle School</p>
<p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C.8.1c</p>	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 274; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 297, 300, Unit 5: 479; Performance-Based Assessment, Unit 3: 335–337, Unit 5: 531–532</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 187–189</p>

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Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. C.8.1d	<p><b>SE/TE:</b> “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 298, Unit 5: 482; Performance-Based Assessment, Unit 3: 337, Unit 5: 532</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 190</p>
Establish and maintain a task appropriate writing style. C.8.1e	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 274; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 300, Unit 5: 483</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 190</p>
Provide a concluding statement or section that supports the argument presented. C.8.1f	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 274; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 295; “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Task, Unit 3: 298, Unit 5: 480, 482</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 191</p>
With some guidance, 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. C.8.1g	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 297, 300, Unit 5: 479; Performance-Based Assessment, Unit 3: 335–337, Unit 5: 531–532</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 187–189</p>

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<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. C.8.2</p>	<p><b>SE/TE:</b> “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; “The Setting Sun and the Rolling World,” 75; The Diary of Anne Frank / “Frank Family and World War II Timeline,” 200–201; Maus, 241; “Words Do Not Pay,” 313; Flowers for Algernon (video), 388–389; Blue Nines and Red Words, 411; “Nikola Tesla: The Greatest Inventor of All?” / “The Invention of Everything Else,” 509; Whole-Class Performance Task, Unit 2: 202–207; Unit 4: 390–395; Performance-Based Assessment, Unit 2: 249–250, Unit 4: 433–434; Resources Tool Kit: Informative, R12–R17</p> <p><b>Digital Resources:</b>  <a href="#">myPerspectives Plus</a>&gt; Standards Practice&gt;Grade 8 Common Core Companion Workbook, 196–207  <a href="#">myPerspectives Plus</a>&gt;Writing and Research&gt;Informative/Explanatory Writing - Middle School</p>
<p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.8.2a</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 202–207; Unit 4: 390–395; Performance-Based Assessment, Unit 2: 249–250, Unit 4: 433–434; Resources Tool Kit: Informative, R12–R17</p> <p><b>Digital Resources:</b>  <a href="#">myPerspectives Plus</a>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 196–207</p>
<p>Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. C.8.2b (Continued)</p>	<p><b>SE/TE:</b> “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; The Diary of Anne Frank / “Frank Family and World War II Timeline,” 201; Maus, 241; “Words Do Not Pay,” 313; “Flowers for Algernon” (script), 388–389; Whole-Class Performance Task, Unit 2: 203–204; Unit 4: 391–392, 394</p> <p><b>Digital Resources:</b>  <a href="#">myPerspectives Plus</a>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 200</p>

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Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. C.8.2c	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 74; The Diary of Anne Frank, Act II, 193; The Diary of Anne Frank / “Frank Family and World War II Timeline,” 201; Maus, 241; “Words Do Not Pay,” 312; Flowers for Algernon (video), 388; Blue Nines and Red Words, 411; Whole-Class Performance Task, Unit 2: 203–204, Unit 4: 391; Performance-Based Assessment, Unit 2: 249, Unit 4: 433</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 200</p>
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. C.8.2d	<p><b>SE/TE:</b> The Diary of Anne Frank / “Frank Family and World War II Timeline,” 201; Maus, 241; “Words Do Not Pay,” 312; Flowers for Algernon” (video), 388; Whole-Class Performance Task, Unit 2: 206, Unit 4: 394</p>
Use precise language and domain-specific vocabulary to inform about or explain the topic. C.8.2e	<p><b>SE/TE:</b> The Diary of Anne Frank / “Frank Family and World War II Timeline,” 201; Maus, 241; “Words Do Not Pay,” 312; Flowers for Algernon (video), 388; “Blue Nines and Red Words,” 411; Whole-Class Performance Task, Unit 2: 206, Unit 4: 394</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 200</p>
Establish and maintain a formal style. C.8.2f	<p><b>SE/TE:</b> The Diary of Anne Frank / “Frank Family and World War II Timeline,” 200–201; Maus, 241; “Words Do Not Pay,” 312; Flowers for Algernon (video), 388; Whole-Class Performance Task, Unit 2: 206, Unit 4: 394</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 201</p>

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Provide a concluding statement or section that follows from and supports the information or explanation presented. C.8.2g	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 75; The Diary of Anne Frank, Act II, 193; The Diary of Anne Frank / “Frank Family and World War II Timeline,” 200–201; Maus, 241; “Words Do Not Pay,” 312; Flowers for Algernon (video), 388; Whole-Class Performance Task, Unit 2: 204; Unit 4: 395</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 202</p>
With some guidance, 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. C.8.2h	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 202–207; Unit 4: 390–395; Performance-Based Assessment, Unit 2: 249–250, Unit 4: 433–434; Resources Tool Kit: Informative, R12–R17</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 196–207</p>
Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. C.8.3	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34–39; Performance-Based Assessment, Unit 1: 83–85; Resources Tool Kit: Narrative, R18–R23 <b>TE only:</b> Write a Poem, 421</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 208–218 <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing —Middle School</p>
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.8.3a	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34–39; Performance-Based Assessment, Unit 1: 83–85; Resources Tool Kit: Narrative, R18–R23 <b>TE only:</b> Write a Poem, 421</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 208–218</p>

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Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. C.8.3b	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34–36</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 209–212</p>
Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. C.8.3c	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34–35</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 212, 215 Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing —Middle School</p>
Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to an-other and show the relationships among experiences and events. C.8.3d	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34, 36–37</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 213</p>
Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. C.8.3e	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34, 38</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 209-210, 212 &gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing - Middle School</p>
Provide a conclusion that connects the narrative’s relevance to the intended purpose of the writing. C.8.3f	<p><b>SE/TE:</b> “The Medicine Bag,” 26; Follow the Rabbit-Proof Fence, 323; Whole-Class Performance Task, Unit 1: 34, 38</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 214</p>



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<p>With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.8.3g</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 34–39; Performance-Based Assessment, Unit 1: 83–85; Resources Tool Kit: Narrative, R18–R23</p> <p><b>Digital Resources:</b>  <a href="#">myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 208–218</a></p>
<p>Production and Distribution of Writing</p> <p>Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. C.8.4</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; “Retort” / <i>from The People, Yes</i>, 425; “Sounds of a Glass Armonica,” 523; Small-Group Performance Task, Unit 1: 76; Unit 2, 242–243, Unit 4, 426–427; Whole-Class Performance Task, Unit 3: 301</p> <p><b>TE only:</b> Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan with Your Group, 242</p> <p><b>Digital Resources:</b>  <a href="#">myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 239–251</a>  <a href="#">myPerspectives Plus&gt;Writing and Research&gt;Interactive Writing Lesson&gt;The Writing Process - Middle School Writing and Research&gt;Interactive Research Lesson&gt;Integrating Quotations, Citations, and Images</a></p>

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<p><b>Research to Build and Present Knowledge</b></p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. C.8.5</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; “The Setting Sun and the Rolling World,” 75; Maus, 241; “Barrington Irving, Pilot and Educator,” 274; “Words Do Not Pay,” 313; Follow the Rabbit-Proof Fence, 323; Blue Nines and Red Words, 411; “Sounds of a Glass Armonica,” 523; Conducting Research, R24–R33  <b>TE only:</b> Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 187, 238, 277, 287, 307, 315, 344, 370, 401, 405, 470</p> <p><i>In addition, students address this standard in Research to Clarify and Research to Explore sections which appear with most text selections.</i></p> <p><b>Digital Resources:</b>  myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 252–253, 256  &gt;Writing and Research&gt;Interactive Research Lesson&gt;Sources and Evidence-Middle School  &gt;Research Writing-Middle School</p>
<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short re-search projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. C.8.6</p>	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 75; Maus, 241; “Words Do Not Pay,” 313; Blue Nines and Red Words, 411; Conducting Research, R24–R33  <b>TE only:</b> Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 187, 238, 277, 287, 307, 315, 344, 370, 401, 405, 470</p> <p><i>In addition, students address this standard in Research to Clarify and Research to Explore sections which appear with most text selections.</i></p> <p><b>Digital Resources:</b>  myPerspectives Plus&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 259–272  &gt;Writing and Research&gt;Interactive Research Lesson&gt;Integrating Quotations, Citations, and Images-Middle School  &gt;Sources and Evidence-Middle School</p>

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<b>Kentucky Academic Standards Reading and Writing 2019, Grade 8</b>	<b>myPerspectives English Language Arts Grade 8</b>
<b>Range of Writing</b>	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. C.8.7	<b>SE/TE:</b> 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, 274, 323, 462, 476
<b>Language L.8</b>	
<b>Conventions of Standard English</b>	
In both written and oral expression: L.8.1	<b>SE/TE:</b> “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; “Words Do Not Pay,” 312; Follow the Rabbit-Proof Fence, 322; “Flowers for Algernon,” 383; Blue Nines and Red Words, 410; “Retort” / “The People, Yes,” 424; “Uncle Marcos,” 461; “The Invention of Everything Else,” 507; Whole-Class Performance Task, Unit 2: 205, Unit 3: 299, Unit 4: 393, Unit 5: 481 Handbook R54–R62
Identify verbals correctly based on their intended function. L.8.1a	<b>SE/TE:</b> “Retort” / “The People, Yes,” 424; Whole-Class Performance Task, Unit 5: 481  <b>Digital Resources:</b> <i>myPerspectives Plus</i> >Conventions>Interactive Grammar Practice Lesson>Phrases: Participle and Participial
Demonstrate appropriate use of verbs in the active and passive voice. L.8.1b	<b>SE/TE:</b> “The Medicine Bag,” 25–26; Whole-Class Performance Task, Unit 4: 393  <b>Digital Resources:</b> <i>myPerspectives Plus</i> >Standards Practice>Grade 8 Common Core Companion Workbook, 329–330 <i>myPerspectives Plus</i> >Conventions>Interactive Grammar Practice Lessons>Verbs: Active Voice and Passive Voice

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Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. L.8.1c	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; Grammar Handbook, R57</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Sentences: Indicative, Imperative, Interrogative, and Exclamatory</p>
When writing: L.8.2	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 273; “Three Cheers for the Nanny State,” 285; “Ban the Ban!” / “Soda’s a Problem but...”, 293; “To Fly,” 475; “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Whole-Class Performance Task, Unit 2: 205, Unit 3: 299, 301, Unit 5: 481; Handbook R54–R62</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 335–339</p>
Demonstrate appropriate use of punctuation to indicate a pause or break. L.8.2a	<p><b>SE/TE:</b> “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R63–R64</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 335–336 <i>myPerspectives Plus</i> &gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Punctuation to Indicate a Pause, or Break, or Omission</p>
Demonstrate appropriate use of an ellipsis to indicate an omission. L.8.2b	<p><b>SE/TE:</b> “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R64</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 337–338 <i>myPerspectives Plus</i> &gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Punctuation to Indicate a Pause, or Break, or Omission</p>

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<b>Kentucky Academic Standards Reading and Writing 2019, Grade 8</b>	<b>myPerspectives English Language Arts Grade 8</b>
<p>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. L.8.2c</p>	<p><b>SE/TE:</b> “Barrington Irving, Pilot and Educator,” 273; “To Fly,” 475; Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 339–340</p>
Knowledge of Language	
<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. L.8.3</p>	<p><b>SE/TE:</b> “The Medicine Bag,” 25; The Diary of Anne Frank, Act II, 191; “Ban the Ban!” / “Soda’s a Problem but...”, 293; “Words Do Not Pay,” 312; Whole-Class Performance Task, Unit 2: 205</p> <p><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 selections.</i></p>
<p>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</p>	<p><b>SE/TE:</b> “The Medicine Bag,” 25–26; “The Setting Sun and the Rolling World,” 74; Whole-Class Performance Task, Unit 4: 393</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 329–330</p>

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<p>Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. L.8.4</p>	<p><b>SE/TE:</b> “The Medicine Bag,” 24; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 44, 50; “Hanging Fire” / “Translating Grandfather’s House,” 54, 62; “The Setting Sun and the Rolling World,” 72; The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 190; Anne Frank: The Diary of a Young Girl, 212, 218; “Acceptance Speech for the Nobel Peace Prize,” 222, 226; “Barrington Irving, Pilot and Educator,” 272; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...”, 292; “Words Do Not Pay,” 306, 310; Follow the Rabbit-Proof Fence, 314; Blue Nines and Red Words, 400; “Retort” / “The People, Yes,” 416; “Retort” / “The People, Yes,” 422; “Uncle Marcos,” 460; “To Fly,” 474; “Nikola Tesla: The Greatest Inventor of All?”, 491; “The Invention of Everything Else,” 505; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510, 516</p> <p><b>TE only:</b> Multiple Meaning Words, 99, 418, 423, 472; Author’s Perspective, 345</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><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 343–350</p>
<p>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><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 44; “Hanging Fire” / “Translating Grandfather’s House,” 54; Anne Frank: The Diary of a Young Girl, 212; “Words Do Not Pay,” 306; “Retort” / “The People, Yes,” 416; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510</p> <p><b>TE only:</b> 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><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 343–344</p>

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<p align="center"><b>Kentucky Academic Standards Reading and Writing 2019, Grade 8</b></p>	<p align="center"><b>myPerspectives English Language Arts Grade 8</b></p>
<p>Use Greek and Latin affixes and roots as clues to the meaning of a word. L.8.4b</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 50; “Hanging Fire” / “Translating Grandfather’s House,” 62; “The Setting Sun and the Rolling World,” 72; The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 190; Anne Frank: The Diary of a Young Girl, 218; “Acceptance Speech for the Nobel Peace Prize,” 226; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...”, 292; “Flowers for Algernon,” 382; “Uncle Marcos,” 460; “To Fly,” 474; “25 Years Later, Hubble Sees Beyond Troubled Start,” 516</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 345–346</p>
<p>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.8.4c</p>	<p><b>SE/TE:</b> “The Medicine Bag,” 24; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 50; “The Setting Sun and the Rolling World,” 72; The Diary of Anne Frank, Act II, 190; “Acceptance Speech for the Nobel Peace Prize,” 222; Follow the Rabbit-Proof Fence, 314; “Retort” / “The People, Yes,” 422; “Nikola Tesla: The Greatest Inventor of All?”, 491; “25 Years Later, Hubble Sees Beyond Troubled Start,” 516</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 347–351</p>

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<p>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.8.4d</p>	<p><b>SE/TE:</b> Unit Goals, Unit 1: 4, Unit 2: 90, Unit 3: 256, Unit 4: 342, Unit 5: 440; “Apache Girl’s Rite of Passage,” 28; Maus, 230, 240; “The Moth Presents: Aleeza Kazmi,” 324; “Flowers for Algernon,” 382; “The Theory of Multiple Intelligences Infographic,” 412; “Nikola Tesla: The Greatest Inventor of All?,” 488; “Sounds of a Glass Armonica,” 520</p> <p><b>TE only:</b> Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Domain Specific Words, 225, 406, 413, 469</p> <p><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><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 357–358</p>
<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.8.5</p>	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 50; “The Setting Sun and the Rolling World,” 66; The Diary of Anne Frank, Act I, 154; “Barrington Irving, Pilot and Educator,” 272; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...”, 292; “Words Do Not Pay,” 311; Follow the Rabbit-Proof Fence, 321; “Flowers for Algernon,” 382; “Retort” / “The People, Yes,” 423; “Nikola Tesla: The Greatest Inventor of All?,” 488; “The Invention of Everything Else,” 494, 505–506</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 351–352</p>



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Interpret figurative language, including but not limited to irony, in context. L.8.5a	<p><b>SE/TE:</b> “The Medicine Bag,” 23; <i>The Diary of Anne Frank</i>, Act II, 167; “Words Do Not Pay,” 311; “Retort” / from <i>The People, Yes</i>, 423; “To Fly,” 473; “The Invention of Everything Else,” 506; Resources R45–46</p> <p><b>TE only:</b> Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 351–352</p>
Use the relationship between particular words to better understand each of the words. L.8.5b	<p><b>SE/TE:</b> “The Setting Sun and the Rolling World,” 66; <i>The Diary of Anne Frank</i>, Act I, 154; Acceptance Speech for the Nobel Peace Prize, 226, “Barrington Irving, Pilot and Educator,” 272; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...”, 292; <i>Follow the Rabbit-Proof Fence</i>, 320; “Retort” / “The People, Yes,” 422; “Nikola Tesla: The Greatest Inventor of All?”, 488</p> <p><b>TE only:</b> Analyze Analogy, 366; Concept Vocabulary, 47, 214, 215, 224, 317, 318, 501; Vocabulary Development, 70; Archaic Vocabulary, 418, 420</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 353–35</p>
Distinguish among the connotations of words with similar denotations. L.8.5c	<p><b>SE/TE:</b> “You Are the Electric Boogaloo” / “Just Be Yourself!”, 51; “Words Do Not Pay,” 311; “The Invention of Everything Else,” 494, 505</p> <p><b>TE only:</b> Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 8 Common Core Companion Workbook, 355–356</p>

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