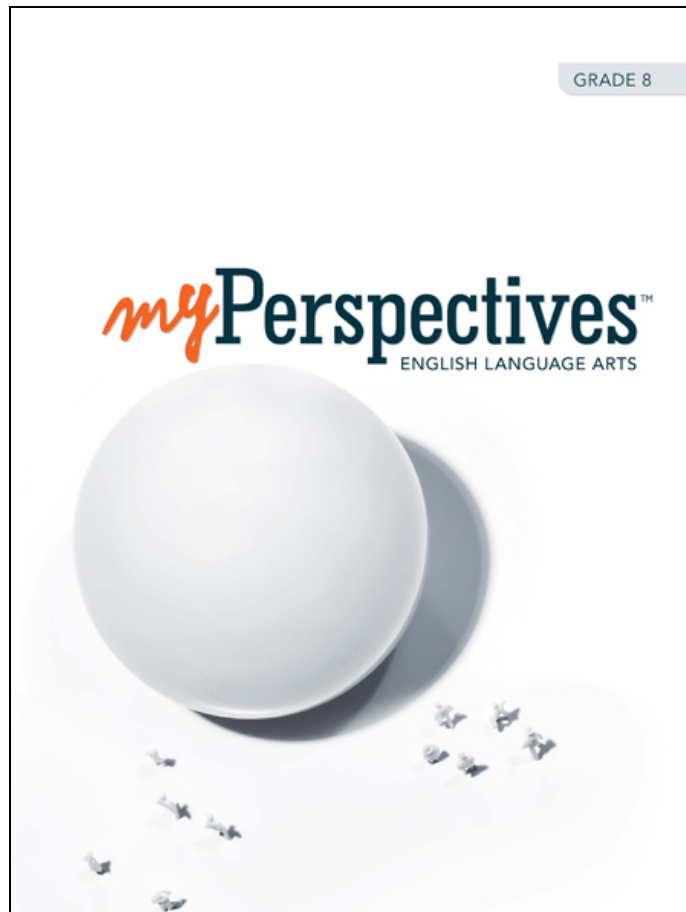


A Correlation of



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To the
**Massachusetts Curriculum Framework
2017 English Language Arts**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **Massachusetts Curriculum Framework 2017 English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title, and page reference.

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

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

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

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| Grade 8 Reading Standards | |
| Grade 8 Reading Standards for Literature [RL] | |
| Key Ideas and Details | |
| <p>1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)</p> | <p>SE/TE: “The Medicine Bag,” 22–23; “Hanging Fire” / “Translating Grandfather’s House,” 60; “The Setting Sun and the Rolling World,” 75; <i>The Diary of Anne Frank</i>, Act II, 188–189; “Flowers for Algernon,” 380; “Uncle Marcos,” 458–459, 463</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 1–2, 9; <i>Small-Group Learning Strategies</i>, 40, 208, 302, 396, 484; <i>Tool Kit</i>, R27, R30, R31</p> |
| <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.</p> | <p>SE/TE: [Theme] “Hanging Fire” / “Translating Grandfather’s House,” 63; “Flowers for Algernon,” 381; “Uncle Marcos,” 463; [Summary] “The Medicine Bag,” 21; “Uncle Marcos,” 457</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 15–16, 22</p> |
| <p>3. Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.</p> | <p>SE/TE: <i>The Diary of Anne Frank</i>, Act I, 152–153; <i>The Diary of Anne Frank</i>, Act II, 189; “Flowers for Algernon,” 373; “Uncle Marcos,” 458–459; Other Resources: <i>Common Core Companion</i>, 28–29, 35</p> |
| Craft and Structure | |
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> | <p>SE/TE: “The Medicine Bag,” 23; “Hanging Fire” / “Translating Grandfather’s House,” 64; <i>The Diary of Anne Frank</i>, Act I, 153; “Flowers for Algernon,” 366, 381; “Retort” / from <i>The People, Yes</i>, 422; from <i>The Invention of Everything Else</i>, 506</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 41–42, 48; <i>Literary Terms Handbook</i>, R43, R45, R46</p> |

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| 5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text. | SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; “Hanging Fire” / “Translating Grandfather’s House,” 63; “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388; “Retort” / from <i>The People, Yes</i> , 423; Other Resources: Common Core Companion, 54–55 |
| 6. Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | SE/TE: “The Medicine Bag,” 26–27; “The Setting Sun and the Rolling World,” 73; <i>The Diary of Anne Frank</i> , Act I, 153; “Flowers for Algernon,” 381; Other Resources: Common Core Companion, 61–62 |
| Integration of Knowledge and Ideas | |
| 7. Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s). | SE/TE: <i>The Diary of Anne Frank</i> , Act II, 192–193; from <i>Flowers for Algernon</i> (script), 387; Other Resources: Common Core Companion, 68–69 |
| 8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.) | Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts. |
| 9. 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. | SE/TE: “Flowers for Algernon,” 381; “Uncle Marcos,” 463; Other Resources: Common Core Companion, 75–76 |
| Range of Reading and Level of Text Complexity | |
| 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See more on qualitative and quantitative dimensions of text complexity.) | SE/TE: Share Your Independent Learning: Unit 1: 82, Unit 2: 248, Unit 3: 334, Unit 4: 432, Unit 5: 530 |

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| Grade 8 Reading Standards for Informational Text [RI] | |
| Key Ideas and Details | |
| <p>1. Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)</p> | <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219, 220; Acceptance Speech for the Nobel Peace Prize, 227, 229; “Barrington Irving, Pilot and Educator,” 270, 271; “Ban the Ban!” / “Soda’s a Problem but...,” 291; “Words Do Not Pay,” 313; from “Blue Nines and Red Words,” 411;</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> Other Resources: <i>Common Core Companion</i>, 90–91, 97; <i>Small-Group Learning Strategies</i>, 40, 208, 302, 396, 484; <i>Tool Kit</i>, R27, R30, R31</p> |
| <p>2. Determine a text’s central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.</p> | <p>SE/TE: [Central Idea] <i>Anne Frank: The Diary of a Young Girl</i>, 219; from “Blue Nines and Red Words,” 409; [Summary] Unit Introductions, 8, 94, 260, 346, 444</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 103–104, 110</p> |
| <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> | <p>SE/TE: “Barrington Irving, Pilot and Educator,” 271; from “Blue Nines and Red Words,” 409; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 116–117</p> |
| Craft and Structure | |
| <p>4. 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 49, 51; “Words Do Not Pay,” 311; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 123–124, 130</p> |

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| <p>5. Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.</p> | <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219; from <i>Follow the Rabbit-Proof Fence</i>, 321; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 136–137</p> |
| <p>6. 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> | <p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 227; “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s A Problem, but ...,” 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from “Blue Nines and Red Words,” 409</p> <p><u>Additional Resources</u> <i>SE/TE: “25 Years Later, Hubble Sees Beyond Troubled Start,”</i> 517; <i>Other Resources: Common Core Companion</i>, 143–144, 150</p> |
| <p>Integration of Knowledge and Ideas</p> | |
| <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> | <p>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; “The Theory of Multiple Intelligences Infographic,” 414</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 156–157</p> |
| <p>8. 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> | <p>SE/TE: “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 163–164</p> |
| <p>9. 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> | <p>SE/TE: “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Other Resources: <i>Common Core Companion</i>, 170–171</p> |

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| Range of Reading and Level of Text Complexity | |
| 10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See more on qualitative and quantitative dimensions of text complexity.) | SE/TE: Share Your Independent Learning: Unit 1: 82, Unit 2: 248, Unit 3: 334, Unit 4: 432, Unit 5: 530 |
| Grade 8 Writing Standards [W] | |
| Text Types and Purposes | |
| 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. | |
| a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. | SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Whole-Class Performance Tasks, 297–298, 479–480; Other Resources: Common Core Companion, 186–189; Interactive Writing Lessons: Argumentative Writing—Middle School |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | SE/TE: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Whole-Class Performance Tasks, 297–298, 479–480; Other Resources: Common Core Companion, 187–189 |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | SE/TE: “Uncle Marcos,” 462; “To Fly,” 476; Whole-Class Performance Tasks, 298, 482; Other Resources: Common Core Companion, 190 |
| d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). | SE/TE: Whole-Class Performance Task, 298, 300; Other Resources: Common Core Companion, 190 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | SE/TE: “Barrington Irving, Pilot and Educator,” 274; Whole-Class Performance Task, 482; Other Resources: Common Core Companion, 191 |

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| 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | |
| a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | SE/TE: Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 242–243; 426–427; Other Resources: Common Core Companion, 200 <i>Additional Resources</i> <i>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; The Diary of Anne Frank / Frank Family and World War II Timeline, 201; from Flowers for Algernon (script), 389</i> |
| b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 203–204, 391</i> <i>Additional Resources</i> <i>SE/TE: from Maus, 241; from Flowers for Algernon (script), 388</i> |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | SE/TE: Whole-Class Performance Tasks, 206, 394; Other Resources: Common Core Companion, 200 |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | SE/TE: from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394; Other Resources: Common Core Companion, 201 |
| e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). | SE/TE: Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427; Other Resources: Common Core Companion, 201 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline, 201; from Flowers for Algernon (script), 389; Whole-Class Performance Task, 204; Other Resources: Common Core Companion, 202</i> |

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| 3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. | |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. | SE/TE: "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i> , 323; Whole-Class Performance Task, 34–36; Other Resources: Common Core Companion, 209–212 |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | SE/TE: Whole-Class Performance Task: 35; Other Resources: Common Core Companion, 212, 215; Interactive Writing Lessons: Narrative Writing —Middle School |
| c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | SE/TE: Whole-Class Performance Task, 37, (TE) 38; Other Resources: Common Core Companion, 213 |
| d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. | SE/TE: "The Medicine Bag," 26; Whole-Class Performance Task, 38; Other Resources: Common Core Companion, 209-210, 212; Interactive Writing Lessons: Narrative Writing — Middle School |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | SE/TE: Understanding Story Structure, 35; Whole-Class Performance Task, 36, 38; Other Resources: Common Core Companion, 214 |

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| Production and Distribution of Writing | |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>SE/TE: Performance Tasks, 34–39, 202–207, 296–301, 390–395, 478–483</p> <p><i>Additional Resources</i> <i>SE/TE: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; The Diary of Anne Frank, Acts I & II, 193; The Diary of Anne Frank / Frank Family and World War II Timeline, 200–201; from Maus, 241; "Three Cheers for the Nanny State" / "Ban the Ban!" "Soda's a Problem but...," 294–295; "Words Do Not Pay," 313; "Flowers for Algernon" (short story) / from Flowers for Algernon (script), 388–389; "Uncle Marcos," 462; "To Fly," 476; "Nikola Tesla: The Greatest Inventor of All?" from The Invention of Everything Else, 508–509; Other Resources: Common Core Companion, 219–220; Interactive Writing Lesson: Argumentative Writing-Middle School; Interactive Writing Lesson: Informative / Explanatory Writing-Middle School; Interactive Writing Lesson: Narrative Writing-Middle School; Interactive Writing Lesson: The Writing Process-Middle School</i></p> |

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| <p>5. 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>a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).</p> | <p>SE/TE: Whole-Class Performance Tasks, 37–39, 205–207, 299–301, 393–395, 481–483; “Barrington Irving, Pilot and Educator,” 273–274; “Uncle Marcos,” 461–462; “To Fly,” 475; “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R56–R62, R63–R65</p> <p><i>Additional Resources</i> <i>SE/TE: “The Medicine Bag,” 25; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; The Diary of Anne Frank, Act I, 155; The Diary of Anne Frank, Act II, 191; Acceptance Speech for the Nobel Peace Prize, 228; “Barrington Irving, Pilot and Educator,” 273; “Three Cheers for the Nanny State,” 285; “Ban the Ban! / Soda’s a Problem but...,” 293; “Words Do Not Pay,” 312; from Follow the Rabbit-Proof Fence, 322; “Flowers for Algernon,” 383; from “Blue Nines and Red Words,” 410; “Retort” / from The People, Yes, 424; from The Invention of Everything Else, 507</i></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 text selections.</i></p> |
| <p>b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).</p> | <p>SE/TE: “The Medicine Bag,” 26; Whole-Class Performance Tasks, 37, 38, 298, 482; from “Blue Nines and Red Words,” 411; “Uncle Marcos,” 462; “To Fly,” 476; Other Resources: Common Core Companion, 190, 200, 201, 206, 209–210, 212, 213, 394; Interactive Writing Lessons: Narrative Writing —Middle School</p> |

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| <p>6. Use technology, including current web-based communication platforms, 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: Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; “Sounds of a Glass Armonica,” 523</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 53; Performance Task: 76–77; “Retort” / from The People, Yes, 425; “To Fly,” 477; Other Resources: Common Core Companion, 239–240, 246; Interactive Writing Lesson: The Writing Process-Middle School; Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Whiteboard Activity: Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School; Interactive Whiteboard Activity: Informative / Explanatory-Middle School</i></p> |
| Research to Build and Present Knowledge | |
| <p>7. Conduct short as well as more sustained 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> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 53; “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523; Other Resources: Interactive Research Lesson: Research Writing-Middle School</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: “The Setting Sun and the Rolling World,” 75; from Maus, 241; “Words Do Not Pay,” 313; from Follow the Rabbit-Proof Fence, 323; “To Fly,” 477; “25 Years Later, Hubble Sees Beyond Troubled Start,” 519; Other Resources: Common Core Companion, 252–253, 256; Interactive Research Lesson: Sources and Evidence-Middle School</i></p> |

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| <p>8. When conducting research, 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> | <p>SE/TE: “The Setting Sun and the Rolling World,” 75; from <i>Maus</i>, 241; “Words Do Not Pay,” 313; Other Resources: Interactive Research Lesson: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lesson: Sources and Evidence-Middle School</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523; <i>Other Resources:</i> <i>Common Core Companion</i>, 259–272; <i>Interactive Research Lesson: Research Writing-Middle School</i></p> |
| <p>9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.</p> | <p>SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank, Acts I & II</i>, 193; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Maus</i>, 241; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...,” 294–295; from <i>Follow the Rabbit-Proof Fence</i>, 323; “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388–389; “Uncle Marcos,” 462; <i>Nikola Tesla: The Greatest Inventor of All? / from The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 390–395, 478–483; Other Resources: <i>Common Core Companion</i>, 273–274, 277–278</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “The Setting Sun and the Rolling World,” 75; <i>Performance Task</i>, 202–207; “Barrington Irving, Pilot and Educator,” 274; “Words Do Not Pay,” 313; from “Blue Nines and Red Words,” 411; <i>Performance Task</i>, 426–427; “To Fly,” 476</p> |
| <p>Range of Writing</p> | |
| <p>10. 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.</p> | <p>SE/TE: “The Medicine Bag,” 26; <i>The Diary of Anne Frank, Act II</i>, 193; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; Whole-Class Performance Tasks, 202–207, 296–301</p> |

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| Grade 8 Speaking and Listening Standards [SL] | |
| Comprehension and Collaboration | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> | |
| <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</p> | <p>SE/TE: "Hanging Fire" / "Translating Grandfather's House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415</p> <p><u>Additional Resources</u> <i>SE/TE: "Retort" / from The People, Yes</i>, 425; "Uncle Marcos," 463; "Sounds of a Glass Armonica," 523; <i>Small-Group Performance Tasks</i>, 328, 426, 525; <i>Other Resources: Common Core Companion</i>, 292–298</p> |
| <p>b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> | <p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 229; <i>Small-Group Performance Task</i>, 426, 524</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 292–298</p> |

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| <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> | <p>SE/TE: "Hanging Fire" / "Translating Grandfather's House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415; "Uncle Marcos," 463</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> SE/TE: Small-Group Performance Task, 426; Other Resources: Common Core Companion, 292–298</p> |
| <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> | <p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; Small-Group Performance Tasks, 427, 525; Other Resources: Common Core Companion, 292–298</p> |
| <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> | <p>SE/TE: from <i>Maus</i>, 240, 242–243; The Moth Presents: Aleeza Kazmi, 326, 327; Other Resources: Common Core Companion, 299–300</p> |
| <p>3. 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> | <p>SE/TE: "Barrington Irving, Pilot and Educator," 275; "25 Years Later, Hubble Sees Beyond Troubled Start," 519; Small-Group Performance Task, 525; Other Resources: Common Core Companion, 304–307</p> |

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| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.) | SE/TE: “The Medicine Bag,” 27; “Barrington Irving, Pilot and Educator,” 275; “To Fly,” 477; Small-Group Performance Tasks, 77, 207, 243, 329, 427, 525 |
| 5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 53; “Retort” / from <i>The People, Yes</i> , 425; “To Fly,” 477; “Sounds of a Glass Armonica,” 523; Small-Group Performance Task, 76 <i>Additional Resources</i> <i>SE/TE: Small-Group Performance Tasks, 243, 426–427</i> |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.) | SE/TE: “Barrington Irving, Pilot and Educator,” 275; Whole-Group Performance Task, 207; Small-Group Performance Tasks, 243, 329, 427 |
| Grade 8 Language Standards [L] | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) | |
| <i>Sentence Structure, Variety, and Meaning</i> | |
| a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. | SE/TE: “The Medicine Bag,” 27; “Barrington Irving, Pilot and Educator,” 275; “Three Cheers for the Nanny State,” 285; “Ban the Ban! / Soda’s a Problem but...,” 293; “To Fly,” 477; Small-Group Performance Tasks, 77, 205, 243, 299, 300, 301 TE Only: Personalize for Learning, English Language Support, Transitions, 482 <i>Additional Resources</i> <i>SE/TE: Small-Group Performance Tasks, 329, 427, 525; Grammar Handbook, R56, R58, R59</i> |

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| <p>b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.¹⁸</p> | <p>SE/TE: “The Medicine Bag,” 25–26; “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; Whole-Class Performance Task, 393–395; Other Resources: Common Core Companion, 329–330, 331–332; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Active Voice and Passive Voice; Interactive Grammar Practice Lessons—Verbs: Subjunctive Mood and Conditional Mood; Interactive Grammar Practice Lessons—Sentences: Indicative, Imperative, Interrogative, and Exclamatory</p> <p><i>Additional Resources</i> <i>Other Resources: myPerspectives+: Interactive Grammar Practice Lessons—Sentences: Indicative, Imperative, Interrogative, and Exclamatory</i></p> |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | |
| <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> | <p>SE/TE: “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R63–R64; Other Resources: Common Core Companion, 335–336; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission</p> |
| <p>b. Use an ellipsis to indicate an omission.</p> | <p>SE/TE: “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R64 Other Resources: Common Core Companion, 337–338; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission</p> |
| <p>c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p> | <p>SE/TE: “Barrington Irving, Pilot and Educator,” 273–274; “To Fly,” 475; Whole-Class Performance Task, 301; Grammar Handbook, R64–R65; Other Resources: Common Core Companion, 339–340; Grammar Handbook, R64–R65</p> |

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| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. | SE/TE: “The Medicine Bag,” 26; Whole-Class Performance Tasks, 38, 206, 207, 298, 300, 394; “Barrington Irving, Pilot and Educator,” 275; Small-Group Performance Task: 243, 329, 427; Other Resources: Common Core Companion, 190, 201, 209-210, 212 |
| b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. | SE/TE: Whole-Class Performance Tasks, 37–39, 205–207, 299–301, 393–395, 481–483; Small-Group Performance Tasks, 243, 329, 427; “Barrington Irving, Pilot and Educator,” 275; Performance-Based Assessment, 85, 251, 337, 435, 532 |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. | |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself,” 44 [47, 48, 50]; “Hanging Fire” / “Translating Grandfather’s House,” 54 [59, 62]; <i>Anne Frank: The Diary of a Young Girl</i> , 212 [214, 215, 218]; “Words Do Not Pay,” 306 [308, 310]; Other Resources: Common Core Companion, 343–344 <u>Additional Resources</u> <i>SE/TE:</i> “Retort” / <i>from The People, Yes</i> , 416, 419, 422; <i>The Invention of Everything Else</i> , 494, 500, 501, 502, 505; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510, 512, 513, 516 |

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| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). | SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 50; “The Setting Sun and the Rolling World,” 72; <i>Anne Frank: The Diary of a Young Girl</i> , 218; “Flowers for Algernon,” 382; Other Resources: Common Core Companion, 345–346 <u>Additional Resources</u> <i>SE/TE:</i> <i>The Diary of Anne Frank, Act I</i> , 154; <i>The Diary of Anne Frank, Act II</i> , 190; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...”, 292; from “Blue Nines and Red Words,” 408; “Uncle Marcos,” 460; “25 Years Later, Hubble Sees Beyond Troubled Start,” 516 |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | SE/TE: Acceptance Speech for the Nobel Peace Prize, 222, 244, 246; from <i>Follow the Rabbit-Proof Fence</i> , 314–316, 319, 320; “Nikola Tesla: The Greatest Inventor of All?,” 491; Other Resources: Common Core Companion, 347–348 |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | SE/TE: “The Medicine Bag,” 24; <i>The Diary of Anne Frank, Act II</i> , 190; <i>Anne Frank: The Diary of a Young Girl</i> , 218; Other Resources: Common Core Companion, 349–350 |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. | SE/TE: “The Medicine Bag,” 23; <i>The Diary of Anne Frank, Act II</i> , 167, “To Fly,” 473; from <i>The Invention of Everything Else</i> , 506; Other Resources: Common Core Companion, 351–352 |
| b. Use the relationship between particular words to better understand each of the words. | SE/TE: <i>The Diary of Anne Frank, Act I</i> , 154; Acceptance Speech for the Nobel Peace Prize, 226, “Three Cheers for the Nanny State,” 284; <i>Follow the Rabbit-Proof Fence</i> , 320; Other Resources: Common Core Companion, 353–354 <u>Additional Resources</u> <i>SE/TE:</i> “The Setting Sun and the Rolling World,” 66; “Barrington Irving, Pilot and Educator,” 272 |

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| <p>c. Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> | <p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 51; “Words Do Not Pay,” 311; from <i>The Invention of Everything Else</i>, 505; Other Resources: Common Core Companion, 355–356</p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p> | <p>SE/TE: “The Medicine Bag,” 23, 25, 27; “Apache Girl’s Right of Passage,” 28, 31; Whole-Class Performance Tasks, 37–39, 205–207, 299–301, 393–395, 481–483; “You Are the Electric Boogaloo” / “Just Be Yourself!,” 49, 51, 52; “Hanging Fire” / “Translating Grandfather’s House,” 64; Unit Introductions, 5, 91; <i>The Diary of Anne Frank</i>, Act I, 153; from <i>Maus</i>, 230, 240; “Barrington Irving, Pilot and Educator,” 273–274, 275; “Words Do Not Pay,” 311; from <i>Follow the Rabbit-Proof Fence</i>, 321, 322; “Flowers for Algernon,” 366, 381; “Retort” / from <i>The People, Yes</i>, 422; “Uncle Marcos,” 461–462; “To Fly,” 473, 475, 477; “Nikola Tesla: The Greatest Inventor of All?,” 493; from <i>The Invention of Everything Else</i>, 505; from <i>The Invention of Everything Else</i>, 506; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Other Resources: Common Core Companion, 41–42, 48, 123–124, 130, 357–358; Literary Terms Handbook, R43, R45, R46; Grammar Handbook, R56–R62, R63–R65</p> <p><u><i>Additional Resources</i></u> SE/TE: “<i>The Setting Sun and the Rolling World</i>,” 74; <i>The Diary of Anne Frank</i>, Act I, 155; <i>The Diary of Anne Frank</i>, Act II, 191; <i>Acceptance Speech for the Nobel Peace Prize</i>, 228; “<i>Three Cheers for the Nanny State</i>,” 285; “<i>Ban the Ban! / Soda’s a Problem but...</i>,” 293; “<i>Words Do Not Pay</i>,” 312; “<i>Flowers for Algernon</i>,” 383; from “<i>Blue Nines and Red Words</i>,” 410; “<i>Retort</i>” / from <i>The People, Yes</i>, 424; from <i>The Invention of Everything Else</i>, 507; <i>Small-Group Performance Tasks</i>, 77, 207, 243, 329, 427, 525</p> |

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| <p>Continued 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p> | <p>Continued <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. In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i></p> |