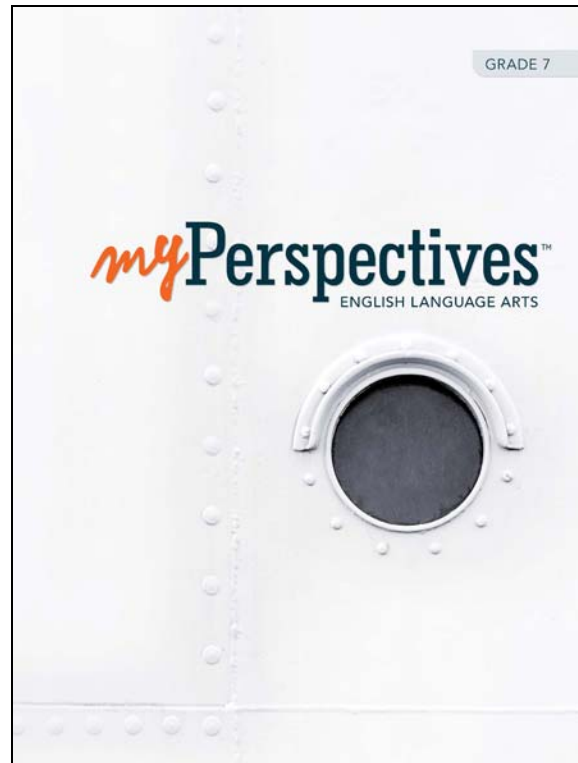


A Correlation of



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To the

**College and Career Ready Standards
English Language Arts/Literacy in
History/Social Studies**

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English Language Arts/Literacy in History/Social Studies, Grades 6-8

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the College and Career Ready Standards - English Language Arts/Literacy in History/Social Studies. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number.

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

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

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

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Reading Standards for Literacy in History/Social Studies (RH)	
Key Ideas and Details	
<i>Standards</i>	
Students are expected to:	
6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.	SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 67; from <i>Mom & Me & Mom</i> , 78; from <i>An American Childhood</i> , 329; from <i>The Story of My Life</i> , 510 <i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i> Other Resources: <i>Common Core Companion</i> , 96-97; 103-108
6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SE/TE: [Central Ideas and Their Development] "Tutors Teach Seniors New High-Tech Tricks," 67; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 179; from <i>An American Childhood</i> , 329; from <i>Silent Spring</i> , 367; [Summary] Unit Introductions, 8, 122, 230, 358, 448; from <i>An Invisible Thread</i> , Comprehension Check, Question 6. Notebook, 45; "Danger! This Mission to Mars Could Bore You to Death!", Comprehension Check, Question 6. Notebook, 157; from <i>An American Childhood</i> , Comprehension Check, Question 6. Notebook, 327; "A Young Tinkerer Builds a Windmill, Electrifying a Nation", Comprehension Check, Question 6. Notebook, 523 TE Only: Personalize for Learning, Reading Support, Strategic Support, Levels of Meaning/Purpose, 362C Other Resources: <i>Common Core Companion</i> , 109, 110-115, 116-121

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<p>6-8.RH.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>SE/TE: "A Young Tinkerer Builds a Windmill, Electrifying a Nation", 519-522, 527 TE Only: Digital Perspectives, Illuminating the Text, 64</p>
<p>Craft and Structure</p>	
<p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>SE/TE: "A Simple Act," 39; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 209; from <i>An American Childhood</i>, 324, 328; from <i>Silent Spring</i>, 367; "A Work in Progress," 501; from <i>The Story of My Life</i>, 509, 510 TE Only: Personalize for Learning, English Language Support, Idioms, 43, 377, Domain-Specific Vocabulary, 412; Personalize for Learning, Challenge, Social Studies, 177; Technical Vocabulary, 325 Other Resources: <i>Common Core Companion</i>, 129-130; 136-141</p>
<p>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p>	<p>SE/TE: "Danger! This Mission to Mars Could Bore You to Death!," 159; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 179; "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 525 TE Only: Personalize for Learning, Strategic Support, Order of Events, 65 Other Resources: <i>Common Core Companion</i>, 142, 143-148</p>

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<p>6-8.RH.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>SE/TE: “A Simple Act,” 39; from <i>An Invisible Thread</i>, 47; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; “A Work in Progress,” 500; from <i>The Story of My Life</i>, 510</p> <p>TE Only: Personalize for Learning, Challenge, Social Studies, 177; Write Now, Inform and Explain, Author’s Purpose, 179; Personalize for Learning, Strategic Support, Persuasive Techniques, 383; Facilitating Small-Group Close Reading, Close Read: Autobiographical Narratives, 494</p> <p>Other Resources: <i>Common Core Companion</i>, 149–150; 156-161</p>
<p>Integration of Knowledge and Ideas</p>	
<p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Mother-Daughter Drawings,” 87-90, 92; “Danger! This Mission to Mars Could Bore You to Death!” 162; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; Small-Group Performance Tasks, 213, 341; from <i>Silent Spring</i>, 371; Performance Tasks, 430–431, 529</p> <p>TE Only: Closer Review, Analyze Documentary Photography, 415; Cross-Curricular Perspectives, Social Studies, 453</p>
<p>6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>SE/TE: “A Simple Act,” 39; Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; Unit 3 Introduction: Launch Text/Explanatory Essay Model, 228; <i>Nobel Speech</i>, 383; “Eagle Tracking at Follensby Pond,” 412</p> <p>Other Resources: <i>Common Core Companion</i>, 169, 170-175</p>

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<p>6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>SE/TE: "A Simple Act" / from <i>An Invisible Thread</i>, 44, 50; from <i>Mom & Me & Mom</i> / "Learning to Love My Mother," 84–85; from <i>The Story of My Life</i> / "How Helen Keller Learned to Talk," 516–517</p> <p>Other Resources: <i>Common Core Companion</i>, 176, 177</p>

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<p>Range of Reading and Level of Text Complexity</p>	
<p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: "A Simple Act," 32; from <i>Mom & Me & Mom</i>, 70; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 204; from <i>An American Childhood</i>, 324; Nobel Speech, 372; Nobel Speech (video), 386</p> <p>Other Resources: <i>Common Core Companion</i>, 183-184; SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 63; "Mother-Daughter Drawings," 87; First-Read Guides, 108, 216, 344, 434, 532; Close-Read Guides, 109, 217, 344, 435, 533; "Danger! This Mission to Mars Could Bore You to Death!" 153; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 175; "Ellen Ochoa: Director, Johnson Space Center," 201; "Urban Farming Is Growing a Greener Future," 333; from <i>Silent Spring</i>, 363; "Eagle Tracking at Follensby Pond," 413; "The Dust Bowl," 453; "A Work in Progress," 493; from <i>The Story of My Life</i>, 505; "How Helen Keller Learned to Talk," 513; "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519; Independent-Learning Selections (Digital Only): "Gotcha Day' Isn't a Cause for Celebration," "Bridging the Generational Divide Between a Football Father and a Soccer Son," "UFO Sightings and News," from <i>Packing for Mars</i>, "Trip to Mars Could Damage Astronauts' Brains," "Little Things are Big," "Profile: Malala Yousafzai," "Noor Inayat Khan" from <i>Women Heroes of WWII</i>, "The Story of Victor D'aveyron, the Wild Child," from <i>Of Wolves and Men</i>, "The Girl Who Fell From the Sky," from <i>Facing the Lion: Growing Up Maasai on the African Savanna</i></p>

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Writing Standards for Literacy in History/Social Studies (WHST)	
Text Types and Purposes	
<u>Standards</u>	
Students are expected to:	
6-8.WHST.1. Write arguments focused on <i>discipline-specific content</i> .	
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: "Danger! This Mission to Mars Could Bore You to Death!" 162; Whole-Class Performance Tasks, 164–166; Performance-Based Assessments, 219–220, 437–438; from <i>Silent Spring</i> , 370; 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i> , 466–467 Other Resources: <i>Common Core Companion</i> , 191-201; Interactive Writing Lessons: Argumentative Writing—Middle School
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	SE/TE: "Danger! This Mission to Mars Could Bore You to Death!" 162; Whole-Class Performance Task, 165; from <i>Silent Spring</i> , 370; Nobel Speech (text) / Nobel Speech (video), 390–391; Unit 4: 392–394; "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i> , 466–467 Other Resources: <i>Common Core Companion</i> , 191-201; Interactive Research Lessons: Sources and Evidence—Middle School
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: Whole-Class Performance Tasks, 166, 394, 396; from <i>Silent Spring</i> , 370; Nobel Speech (text) / Nobel Speech (video), 391 Other Resources: <i>Common Core Companion</i> , 191-201

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<p>d. Establish and maintain a formal style.</p>	<p>SE/TE: Whole-Class Performance Tasks, 168–169, 394</p> <p>Other Resources: <i>Common Core Companion</i>, 196</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Whole-Class Performance Tasks, 166, 396; “The Dust Bowl”/ <i>from The Grapes of Wrath</i>, 467</p> <p>Other Resources: <i>Common Core Companion</i>, 197</p>
<p>6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	
<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: “Learning to Love My Mother,” 85; Whole-Class Performance Tasks, 305–306, 483–484; Small-Group Performance Task, 340–341; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527</p> <p>Other Resources: <i>Common Core Companion</i>, 202–213</p>
<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>SE/TE: from <i>An Invisible Thread</i>, 50–51; “Learning to Love My Mother,” 84–85; Whole-Class Performance Tasks, 305, 483–484; “Eagle Tracking at Follensby Pond,” 419; “The Story of My Life / “How Helen Keller Learned to Talk,” 516–517</p> <p>Other Resources: <i>Common Core Companion</i>, 202–213</p>

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<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>SE/TE: from <i>An Invisible Thread</i>, 51; “Learning to Love My Mother,” 85; Whole-Class Performance Tasks, 306, 484; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527</p> <p>Other Resources: <i>Common Core Companion</i>, 202–213</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>SE/TE: Whole-Class Performance Tasks, 307–308, 483</p> <p>TE Only: Personalize for Learning, English Language Support, Domain-Specific Vocabulary, 412</p> <p>Other Resources: <i>Common Core Companion</i>, 207</p>
<p>e. Establish and maintain a formal style and objective tone.</p>	<p>SE/TE: Whole-Class Performance Task, 309, 486</p> <p>Other Resources: <i>Common Core Companion</i>, 207</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/TE: Whole-Class Performance Tasks, 308, 482, 484, 486;</p> <p>Other Resources: <i>Common Core Companion</i>, 208</p>
<p>6-8.WHST.3. (See note; not applicable as a separate requirement)</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	<p>Not applicable as a separate requirement according to College and Career Ready Standards.</p>

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Production and Distribution of Writing	
6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: Whole-Class Performance Tasks, 164–169, 392–397, 482–487; Performance-Based Assessments: 348, 438, 536; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527 Other Resources: <i>Common Core Companion</i> , 225, 226-231
6-8.WHST.5. 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.	SE/TE: Whole-Class Performance Tasks, 164–169, 392–397, 482–487; Peer Review, 169, 397, 487 Other Resources: <i>Common Core Companion</i> , 232, 233-238, 239-244
6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE/TE: Whole-Class Performance Tasks, 309, 392, 397; “Urban Farming Is Growing a Greener Future,” 339 TE Only: Personalize for Learning, Reading Support, Challenge, Written Response, 204C; Personalize for Learning, Strategic Support, Graphic Organizers, 527 Other Resources: <i>Common Core Companion</i> , 245, 246-251, 252-257

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<p>Research to Build and Present Knowledge</p>	
<p>6-8.WHST.7. 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>	<p>SE/TE: “Urban Farming Is Growing a Greener Future,” 339; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 481</p> <p>TE Only: Personalize for Learning, Challenge, Illuminating the Text, 45; Personalize for Learning, Challenge, Research, 51, 157, 365, 454, 508, 523; Cross-Curricular Perspectives, Science, Environmental Damage, 364; Cross-Curricular Perspectives, Social Studies, 453, 468</p> <p>Other Resources: <i>Common Core Companion</i>, 258, 259-261, 262-264; myPerspectives+ Interactive Research Lessons: Research Writing—Middle School</p>
<p>6-8.WHST.8. 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: “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; “Urban Farming Is Growing a Greener Future,” 339; Whole-Class Performance Task, Unit 4: 397;</p> <p>TE Only: Personalize for Learning, Challenge, Research, 51, 157, 365, 508, 523; Cross-Curricular Perspectives, Science, Environmental Damage, 364</p> <p>TE Only: Personalize for Learning, Strategic Support, Research, 181; Personalize for Learning, Reading Support, Challenge, Written Response, 204C; Cross-Curricular Perspectives, Social Studies, 453, 468</p> <p>Other Resources: <i>Common Core Companion</i>, 265–278; myPerspectives+ Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Research Writing—Middle School; Interactive Research Lessons: Sources and Evidence—Middle School; Interactive Research Lessons</p>

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<p>6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: “A Simple Act” / from <i>An Invisible Thread</i>, 50–51; from <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84–85; Nobel Speech (text) / Nobel Speech (video), 390–391; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517</p> <p>TE Only: Write Now, Inform and Explain, Author’s Purpose, 179; Personalize for Learning, Reading Support, Challenge, Written Response, 204C</p> <p>Other Resources: <i>Common Core Companion</i>, 283, 284-286</p>
<p>Range of Writing</p>	
<p>6-8.WHST.10. Write routinely over extended time frames (time for 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><i>Students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program. Examples include the following:</i></p> <p>SE/TE: Whole-Class Performance Tasks, 52, 164, 304, 392, 482; Performance-Based Assessments, 112, 220, 348, 438, 536; “Danger! This Mission to Mars Could Bore You to Death!” 162; “Urban Farming Is Growing a Greener Future,” 339; from <i>Silent Spring</i>, 370; 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527</p> <p>Other Resources: <i>Common Core Companion</i>, 287–288, 289-292, 293-294, 295-296</p>