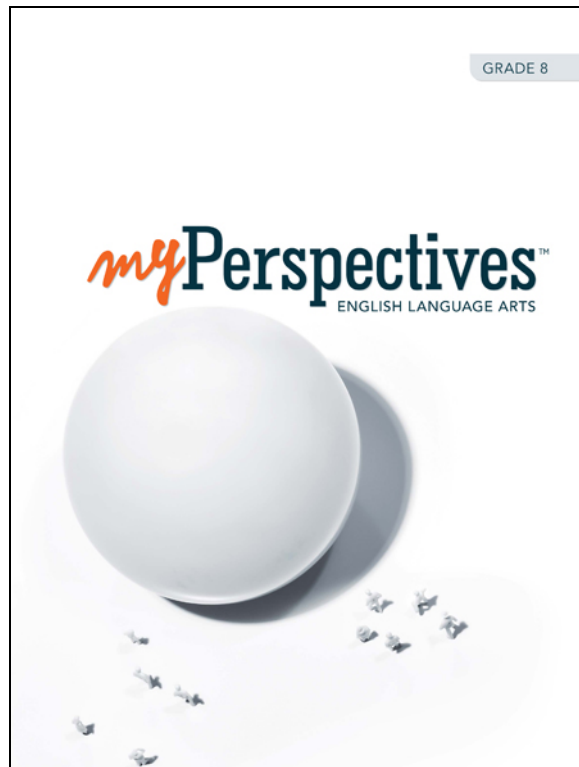


A Correlation of



Grade 8, ©2017

To the

**New York State Next Generation English
Language Arts Learning Standards
Grade 8**

**A Correlation of myPerspectives, Grade 8 ©2017 to the
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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **New York State Next Generation English Language Arts Learning Standards (2017)**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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

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

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

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Table of Contents

(8R) Reading	4
(8W) Writing	9
(8SL) Speaking and Listening	14
(8L) Language.....	16

**A Correlation of myPerspectives, Grade 8 ©2017 to the
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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8R) Reading	
Literary and Informational Text	
Key Ideas and Details	
<p>(8R1) Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.</p>	<p>Literary Text SE/TE: "The Medicine Bag," 22-23; <i>The Diary of Anne Frank</i>, Act II, 188-189; "Flowers for Algernon," 380; "Uncle Marcos," 458-459, 463</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 1-2, 9</i></p> <p>Informational Text SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219; Acceptance Speech for the Nobel Peace Prize, 227; "Barrington Irving, Pilot and Educator," 271; "Ban the Ban!" / "Soda's a Problem but...," 291</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 90-91, 97</i></p>

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<p>(8R2) Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.</p>	<p>Literary Text 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> <i>Other Resources: Common Core Companion, 15–16, 22</i></p> <p>Informational Text SE/TE: [Central Idea] <i>Anne Frank: The Diary of a Young Girl</i>, 219; from “Blue Nines and Red Words,” 409; [Summary] Unit Introductions, 8, 94, 260, 346, 444</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 103–104, 110</i></p>
<p>(8R3) In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</p>	<p>Literary Text 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> <p>Informational Text SE/TE: “Barrington Irving, Pilot and Educator,” 271; from “Blue Nines and Red Words,” 409; “To Fly,” 473; “Nikola Tesla: The Greatest Inventor of All?,” 492</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 116–117</i></p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
Craft and Structure	
<p>(8R4) 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, and mood, including words with multiple meanings.</p>	<p>Literary Text SE/TE: "The Medicine Bag," 23; "Hanging Fire" / "Translating Grandfather's House," 64; "Flowers for Algernon," 366; "Retort" / from <i>The People, Yes</i>, 422; from <i>The Invention of Everything Else</i>, 506</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 41-42, 48</i></p> <p>Informational Text SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!", 51; "Words Do Not Pay," 311; from <i>Follow the Rabbit-Proof Fence</i>, 321; "To Fly," 473; from <i>The Invention of Everything Else</i>, 505</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 123-124, 130</i></p>
<p>(8R5) In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.</p>	<p>Literary 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: <i>Common Core Companion</i>, 54-55</p> <p>Informational Text 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, 136-137</i></p>

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<p>(8R6) In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.</p>	<p>Literary Text 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</p> <p>Informational Text SE/TE: Acceptance Speech for the Nobel Peace Prize, 227; "Three Cheers for the Nanny State," 283; "Ban the Ban!" / "Soda's A Problem, but ...," 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from "Blue Nines and Red Words," 409</p> <p><u>Additional Resources</u> SE/TE: "25 Years Later, Hubble Sees Beyond Troubled Start," 517; Other Resources: Common Core Companion, 143–144, 150</p>
<p style="text-align: center;">Integration of Knowledge and Ideas</p>	
<p>(8R7) Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.</p>	<p>Literary Text 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</p> <p>Informational Text SE/TE: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; <i>The Diary of Anne Frank</i> / Frank Family and World War II Timeline, 200–201; "The Theory of Multiple Intelligences Infographic," 414</p> <p><u>Additional Resources</u> Other Resources: Common Core Companion, 156–157</p>

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<p>(8R8) Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p>	<p>Literary Text SE/TE: “The Medicine Bag,” 22; “The Setting Sun and the Rolling World,” 72; <i>The Diary of Anne Frank</i>, Acts I, II, 188; “Flowers for Algernon,” 380, 381 TE Only: WriteNow: Express and Reflect, Analysis, 362</p> <p>Informational Text 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, 163–164</i></p>
<p>(8R9) Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p>	<p>Literary Text SE/TE: <i>The Diary of Anne Frank</i>, 192, 193; “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388–389; “Uncle Marcos,” 462; <i>Nikola Tesla: The Greatest Inventor of All?</i> / from <i>The Invention of Everything Else</i>, 508–509; Other Resources: Common Core Companion, 273–274</p> <p>Informational Text SE/TE: “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank</i> / Frank Family and World War II Timeline, 200–201; “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...,” 294–295; Other Resources: Common Core Companion, 277–278</p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8W) Writing	
Text Types and Purposes	
(8W1) Write arguments to support claims with clear reasons and relevant evidence.	SE/TE: "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294–295; "To Fly," 476; Whole-Class Performance Tasks, 296-301, 478–483 <i>Additional Resources</i> <i>SE/TE:</i> "Barrington Irving, Pilot and Educator," 274
(8W1a) Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.	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
(8W1b) Support claim(s) with logical reasoning and relevant evidence, using credible sources while 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
(8W1c) Use precise language and content-specific vocabulary to argue a claim.	SE/TE: "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294–295; Whole-Class Performance Tasks, 300
(8W1d) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: "Uncle Marcos," 462; "To Fly," 476; Whole-Class Performance Tasks, 298, 482; Other Resources: Common Core Companion, 190
(8W1e) Provide a concluding statement or section that explains the significance of the argument presented.	SE/TE: "Barrington Irving, Pilot and Educator," 274; Whole-Class Performance Task, 482; Other Resources: Common Core Companion, 191
(8W1f) Maintain a style and tone appropriate to the writing task.	SE/TE: Whole-Class Performance Task, 298, 300; Other Resources: Common Core Companion, 190

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8W2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>SE/TE: “The Setting Sun and the Rolling World,” 75; “Nikola Tesla: The Greatest Inventor of All?” / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 202–207, 390–395; Other Resources: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School</p> <p><u>Additional Resources</u> SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; <i>The Diary of Anne Frank</i> / <i>Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon</i> (script), 388–389; from <i>Maus</i>, 241; from “Blue Nines and Red Words,” 411</p>
(8W2a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.	<p>SE/TE: Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 242–243; 426–427; Other Resources: Common Core Companion, 200</p> <p><u>Additional Resources</u> SE/TE: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 33; <i>The Diary of Anne Frank</i> / <i>Frank Family and World War II Timeline</i>, 201; from <i>Flowers for Algernon</i> (script), 389</p>
(8W2b) Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	<p>SE/TE: <i>The Diary of Anne Frank</i> / <i>Frank Family and World War II Timeline</i>, 200–201; from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 426–427;</p> <p><u>Additional Resources</u> SE/TE: from <i>Maus</i>, 241; from <i>Flowers for Algernon</i> (script), 388</p>
(8W2c) Use precise language and content-specific vocabulary to explain a topic.	<p>SE/TE: from “Blue Nines and Red Words,” 411; Whole-Class Performance Tasks, 206, 394; Other Resources: Common Core Companion, 201</p>
(8W2d) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>SE/TE: Whole-Class Performance Tasks, 206, 394; Other Resources: Common Core Companion, 200</p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8W2e) Provide a concluding statement or section that explains the significance of the information presented.	SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i> , 201; from <i>Flowers for Algernon</i> (script), 389; Whole-Class Performance Task, 204; Other Resources: Common Core Companion, 202
(8W2f) Establish and maintain a style appropriate to the writing task.	SE/TE: Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427; Other Resources: Common Core Companion, 201
(8W3) Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.	SE/TE: “The Medicine Bag,” 26; from <i>Follow the Rabbit-Proof Fence</i> , 323; Whole-Class Performance Task, 34–39; Other Resources: Interactive Writing Lessons: Narrative Writing — Middle School
(8W3a) Engage the reader by establishing a point of view and introducing a narrator and/or characters.	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
(8W3b) 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
(8W3c) Use a variety of transitional 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
(8W3d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and 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
(8W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Understanding Story Structure, 35; Whole-Class Performance Task, 36, 38; Other Resources: Common Core Companion, 214

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<p>(8W4) Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>	<p>SE/TE: <i>The Diary of Anne Frank, Acts I & II</i>, 192, 193; Small-Group Performance Tasks, 242–243; “Retort” / from <i>The People, Yes</i>,” 425; “Uncle Marcos,” 462; “To Fly” from <i>Space Chronicles</i>, 476</p> <p>TE Only: Personalize for Learning: Research, 21, 30, 39, 71, 126, 217, 235, 269, 523; English Language Support, Considering Different Points of View, 26; Challenge, Drawing a Picture, 58; Challenge, Write a Poem, 61, 421; Strategic Support, Role Playing, 146; Challenge, Draw an Illustration, 319; Challenge, Storytelling, 325; Challenge, Write a Letter, 395; WriteNow Inform and Explain, Memoir, 409; Strategic Support, Daedalus and Icarus, 465; Challenge, Dramatize the “War of the Currents,” 490; Challenge, Personal Experience, 502; Challenge, Time Travel, 518</p>
<p>(8W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.</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?</i> / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 390–395, 478–483;</p> <p>Other Resources: Common Core Companion, 273–274, 277–278</p> <p><u><i>Additional Resources</i></u> SE/TE: “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>

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Research to Build and Present Knowledge	
<p>(8W6) Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related 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>Additional Resources</u> <i>SE/TE: "The Setting Sun and the Rolling World," 75; from Maus, 241; "Words Do Not Pay," 313; from Follow the Rabbit-Proof Fence, 323; "To Fly," 477; "25 Years Later, Hubble Sees Beyond Troubled Start," 519; Other Resources: Common Core Companion, 252–253, 256; Interactive Research Lesson: Sources and Evidence-Middle School</i></p>
<p>(8W7) Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow 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: "Barrington Irving, Pilot and Educator," 275; from "Blue Nines and Red Words," 411; "Sounds of a Glass Armonica," 523; Other Resources: Common Core Companion, 259–272; Interactive Research Lesson: Research Writing-Middle School</i></p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8SL) Speaking and Listening	
Comprehension and Collaboration	
(8SL1) Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	<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, 425; "Uncle Marcos," 463; "Sounds of a Glass Armonica," 522, Share Your Independent Learning, 82, 248, 334, 432, 530; Small-Group Performance Tasks, 328, 426–427, 524–525; Other Resources: Common Core Companion, 292–298</i></p>
(8SL1a) Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>SE/TE: "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, 425; "Uncle Marcos," 463; "Sounds of a Glass Armonica," 523; Small-Group Performance Tasks, 328, 426, 525; Other Resources: Common Core Companion, 292–298</i></p>
(8SL1b) Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 229; Small-Group Performance Task, 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, 292–298</i></p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8SL1c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<p>SE/TE: "Hanging Fire" / "Translating Grandfather's House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415; "Uncle Marcos," 463</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p><u>Additional Resources</u> SE/TE: <i>Small-Group Performance Task</i>, 426; Other Resources: <i>Common Core Companion</i>, 292–298</p>
(8SL1d) Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.	<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: <i>Common Core Companion</i>, 292–298</p>
(8SL2) Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<p>SE/TE: from <i>Maus</i>, 240, 242–243; The Moth Presents: Aleeza Kazmi, 326, 327; Other Resources: <i>Common Core Companion</i>, 299–300</p>
(8SL3) Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	<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: <i>Common Core Companion</i>, 304–307</p>
Presentation of Knowledge and Ideas	
(8SL4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.	<p>SE/TE: "The Medicine Bag," 27; "Barrington Irving, Pilot and Educator," 275; "To Fly," 477; Small-Group Performance Tasks, 77, 243</p> <p><u>Additional Resources</u> SE/TE: <i>Small-Group Performance Tasks</i>, 329, 427, 525</p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8SL5) Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.	<p>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</p> <p><u>Additional Resources</u> SE/TE: <i>Small-Group Performance Tasks</i>, 243, 426–427</p>
(8SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>SE/TE: "Barrington Irving, Pilot and Educator," 275; Whole-Group Performance Task, 207; Small-Group Performance Tasks, 243, 329, 427</p>
(8L) Language	
Conventions of Academic English/Language for Learning	
8L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	<p>SE/TE: "Uncle Marcos," 461–462; Whole-Class Performance Tasks, 299–301, 393–395, 481–483</p> <p><u>Additional Resources</u> SE/TE: "The Medicine Bag," 25; "You Are the Electric Boogaloo" / "Just Be Yourself!," 52; "The Setting Sun and the Rolling World," 74; <i>The Diary of Anne Frank, Act I</i>, 155; <i>The Diary of Anne Frank, Act II</i>, 191; <i>Acceptance Speech for the Nobel Peace Prize</i>, 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 <i>Follow the Rabbit-Proof Fence</i>, 322; "Flowers for Algernon," 383; from "Blue Nines and Red Words," 410; "Retort" / from <i>The People, Yes</i>, 424; from <i>The Invention of Everything Else</i>, 507; Whole-Class Performance Task, 205–207; <i>Grammar Handbook</i>, R56–R62</p>
(8L1a) Ensure that pronouns are in the proper case (subjective, objective, and possessive).	<p>SE/TE: "Barrington Irving, Pilot and Educator," 273, 274; from <i>Blue Nines and Red Words</i>, 410</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R56, R60</p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8L1b) Recognize and correct inappropriate shifts in pronoun number and person.	SE/TE: Whole-Class Performance Tasks, 299, 300, 301 <i>Additional Resources</i> <i>SE/TE: Grammar Handbook, R56, R59</i>
(8L1c) Recognize and correct pronouns that have unclear or ambiguous antecedents.	SE/TE: Whole-Class Performance Tasks, 299, 300, 301 <i>Additional Resources</i> <i>SE/TE: Grammar Handbook, R56, R59</i>
(8L1d) Explain the function of phrases and clauses in general, as well as in specific sentences.	SE/TE: "Three Cheers for the Nanny State," 285; "Retort / from <i>The People, Yes</i> ," 424; "Retort" / from <i>The People, Yes</i> , 424; Whole-Class Performance Task, 481–483 <i>Additional Resources</i> <i>SE/TE: Grammar Handbook, R57, R58</i>
(8L1e) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	SE/TE: "Retort" / from <i>The People, Yes</i> , 424; Whole-Class Performance Task, 481–483; Other Resources: Common Core Companion, 327–328; myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Gerunds and Gerund; Interactive Grammar Practice Lessons—Phrases: Infinitives and Infinitive <i>Additional Resources</i> <i>SE/TE: Grammar Handbook, R57; Other Resources: myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Participle and Participial</i>
(8L1f) Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	SE/TE: Whole-Class Performance Tasks, 205; "Three Cheers for the Nanny State," 285; "Ban the Ban! / Soda's a Problem but...," 293 TE Only: Personalize for Learning, English Language Support, Transitions, 482 <i>Additional Resources</i> <i>SE/TE: Grammar Handbook, R58</i>

**A Correlation of myPerspectives, Grade 8 ©2017 to the
New York State Next Generation English Language Arts Learning Standards (2017)**

New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8L1g) Explain the function of verbals (gerunds, participles, infinitives).	<p>SE/TE: “Retort” / from <i>The People, Yes</i>, 424; Whole-Class Performance Tasks, 481–483; Other Resources: Common Core Companion, 327–328; myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Gerunds and Gerund; Interactive Grammar Practice Lessons—Phrases: Infinitives and Infinitive</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R57; Other Resources: myPerspectives+: Interactive Grammar Practice Lessons—Phrases: Participle and Participial</p>
(8L1h) Form and use verbs in the active and passive voice.	<p>SE/TE: “The Medicine Bag,” 25–26; Whole-Class Performance Task, 393–395; Other Resources: Common Core Companion, 329–330; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Active Voice and Passive Voice</p>
(8L1i) Recognize and correct inappropriate verb shifts.	<p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!”, 52; “The Setting Sun and the Rolling World,” 74; Other Resources: Common Core Companion, 333–334; myPerspectives+: Interactive Grammar Practice Lessons—Verbs: Unnecessary Shifts in Tense, Voice, or Mood</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R59:</p>
(8L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	<p>SE/TE: “Barrington Irving, Pilot and Educator,” 273–274; “To Fly,” 475; “Nikola Tesla: The Greatest Inventor of All?,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; <i>Grammar Handbook</i>, R63–R65</p> <p><u>Additional Resources</u> SE/TE: “Three Cheers for the Nanny State,” 285; “Ban the Ban!” / “Soda’s a Problem but...”, 293; <i>Whole-Class Performance Tasks</i>, 39, 205–207, 301, 395, 481, 483</p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the
New York State Next Generation English Language Arts Learning Standards (2017)**

New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	<p>SE/TE: Whole-Class Performance Tasks, 207, 479; “Three Cheers for the Nanny State,” 285; “Nikola Tesla: The Greatest Inventor of All,” 493; “25 Years Later, Hubble Sees Beyond Troubled Start,” 518</p> <p>TE Only: Author’s Perspective, Purposeful Editing, 390; How Language Works: Dashes, 512</p> <p><i>Additional Resources</i> SE/TE: Grammar Handbook, R63, R64</p>
(8L2b) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<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>
(8L2c) Use an ellipsis to indicate an omission.	<p>SE/TE: “25 Years Later, Hubble Sees Beyond Troubled Start,” 518; Grammar Handbook, R64</p> <p>Other Resources: Common Core Companion, 337–338; myPerspectives+: Interactive Grammar Practice Lessons—Punctuation to Indicate a Pause, or Break, or Omission</p>
Knowledge of Language	
(8L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>SE/TE: Whole-Class Performance Tasks, 37–39, 205–207, 299–301, 393–395, 481–483</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>
(8L3a) 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).	<p>SE/TE: “The Medicine Bag,” 25–26; “The Setting Sun and the Rolling World,” 74; Whole-Class Performance Task, 393; Other Resources: Common Core Companion, 341–342</p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
Vocabulary Acquisition and Use	
<p>(8L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	<p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 44 [47, 48, 50]; “The Setting Sun and the Rolling World,” 66 [68, 70, 72]; Acceptance Speech for the Nobel Peace Prize, 222 [224, 226]; “Retort” / from <i>The People, Yes</i>, 422; “Nikola Tesla: The Greatest Inventor of All?,” 491</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u> SE/TE: “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; from <i>Follow the Rabbit-Proof Fence</i>, 314–316, 319, 320; from “Blue Nines and Red Words,” 400, 403, 404, 408; “Retort” / from <i>The People, Yes</i>, 416, 419, 422; “Nikola Tesla: The Greatest Inventor of All,” 488–491, <i>The Invention of Everything Else</i>, 494, 500–502, 505; “25 Years Later, Hubble Sees Beyond Troubled Start,” 510, 512, 513, 516</p>
<p>(8L4a) 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.</p>	<p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 44 [47, 48, 50]; “Hanging Fire” / “Translating Grandfather’s House,” 54 [59, 62]; <i>Anne Frank: The Diary of a Young Girl</i>, 212 [214, 215, 218]; “Words Do Not Pay,” 306 [308, 310]; Other Resources: Common Core Companion, 343–344</p> <p><u>Additional Resources</u> SE/TE: “Retort” / from <i>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</p>

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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8L4b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 50; “The Setting Sun and the Rolling World,” 72; <i>Anne Frank: The Diary of a Young Girl</i>, 218; “Flowers for Algernon,” 382; Other Resources: Common Core Companion, 345–346</p> <p><u>Additional Resources</u> <i>SE/TE: The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 190; “Three Cheers for the Nanny State,” 284; “Ban the Ban!” / “Soda’s a Problem but...,” 292; from “Blue Nines and Red Words,” 408; “Uncle Marcos,” 460; “25 Years Later, Hubble Sees Beyond Troubled Start,” 516</i></p>
(8L4c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 222, 244, 246; from <i>Follow the Rabbit-Proof Fence</i>, 314–316, 319, 320; “Nikola Tesla: The Greatest Inventor of All?,” 491; Other Resources: Common Core Companion, 347–348</p>
(8L4d) 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).	<p>SE/TE: “The Medicine Bag,” 24; <i>The Diary of Anne Frank, Act II, 190; Anne Frank: The Diary of a Young Girl, 218; Other Resources: Common Core Companion, 349–350</i></p>
(8L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>SE/TE: “The Medicine Bag,” 23; Acceptance Speech for the Nobel Peace Prize, 226, “Words Do Not Pay,” 311; <i>Follow the Rabbit-Proof Fence</i>, 320; “To Fly,” 473; from <i>The Invention of Everything Else</i>, 505–506</p> <p><u>Additional Resources</u> <i>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself!,” 51; The Diary of Anne Frank, Act I, 154; The Diary of Anne Frank, Act II, 167; “Three Cheers for the Nanny State,” 284</i></p>

**A Correlation of myPerspectives, Grade 8 ©2017 to the
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New York State Next Generation English Language Arts Learning Standards	myPerspectives English Language Arts Grade 8 ©2017
(8L5a) Interpret figures of speech including irony and puns in context.	SE/TE: "The Medicine Bag," 23; <i>The Diary of Anne Frank</i> , Act II, 167, "To Fly," 473; from <i>The Invention of Everything Else</i> , 506; Other Resources: Common Core Companion, 351–352
(8L5b) Use the relationship between particular words to better understand each of the words.	SE/TE: <i>The Diary of Anne Frank</i> , Act I, 154; Acceptance Speech for the Nobel Peace Prize, 226, "Three Cheers for the Nanny State," 284; <i>Follow the Rabbit-Proof Fence</i> , 320; Other Resources: Common Core Companion, 353–354 <u>Additional Resources</u> <i>SE/TE:</i> "The Setting Sun and the Rolling World," 66; "Barrington Irving, Pilot and Educator," 272
(8L5c) Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).	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
(8L6) Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: "Apache Girl's Right of Passage," 28, 31; from <i>Maus</i> , 230, 240; Unit Introductions, 5, 91; Other Resources: Common Core Companion, 357–358 <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>