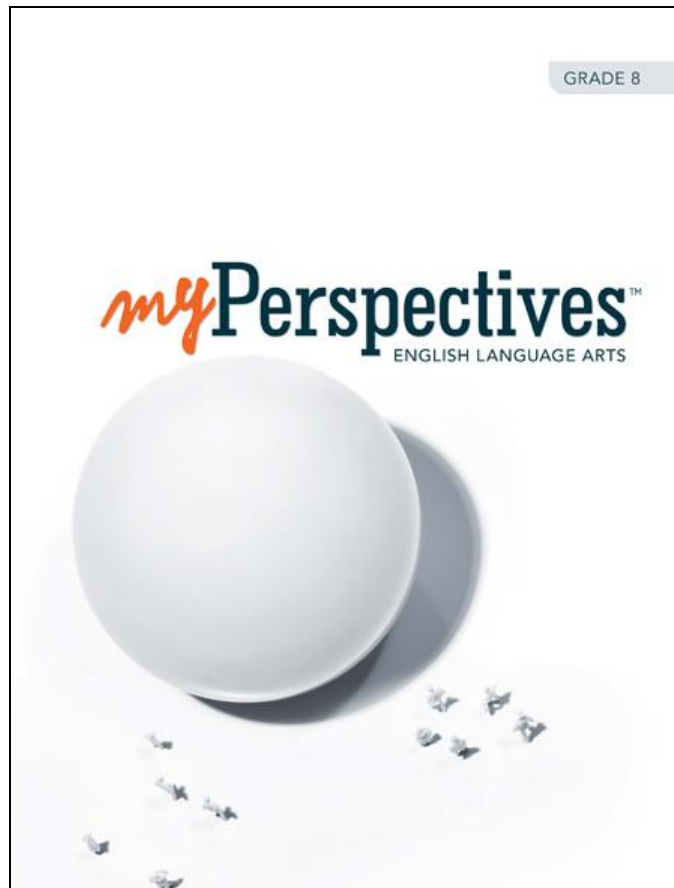


A Correlation of



Grade 8

**To the
English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 8**

A Correlation of myPerspectives, Grade 8 English Language Arts to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 8

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **ELA/Literacy Grade-Level Instructional Materials Evaluation Tool**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title as well as digital resources.

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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade eight standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>At the 8th grade level, in <i>myPerspectives</i>, instructors can follow a clear, consistent unit - design that allows for continuous student engagement in their reading activities. Students engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text.</p> <p>See the following examples:</p> <p>SE/TE: Analyze Craft and Structure: Analyze Dialogue, 153; Character’s Motivation, 189; Analyze Craft and Structure: Main Idea and Supporting Details, 219; Central Ideas, 409; Determine Main Idea and Supporting Details, 291</p> <p>TE: Analyze Characterization, 13; Analyze Character, 17; Analyze Conflict, 107</p>

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<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout myPerspectives, 8th grade level, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group Learning activities.</p> <p>See the following examples:</p> <p>SE/TE: “The Medicine Bag”, 13 (Short Story) <i>The Diary of Anne Frank Act I</i>, 101 (Drama) “from Maus”, 231 (Graphic Novel) <i>Barrington Irving, Pilot and Educator</i>, 265 (Magazine Article) <i>Ban the Ban! Soda’s a Problem but ...</i>, 287 (Opinion Pieces) <i>To Fly from Space Chronicles</i>, 465 (Essay) <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>, 511 (Science Article)</p>

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<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts at the high end of the grades six through eight text complexity band.</p>	<p>In myPerspectives, 8th grade level materials are incorporated for careful reading and provides ideas for students to utilize while reading informational or literary text of varying complexity levels. The materials for Grade 8 meet the criteria as the vast majority of anchor texts are widely read works that have been in the public eye for a length of time. The Table of Contents includes a complete listing of the multi-genre texts chosen for interest level and driven by the Essential Question. See the following examples:</p> <p>SE/TE: <i>You are the Electric Boogaloo</i> <i>Just Be Yourself</i>, 46-49; <i>The Diary of Anne Frank Act I</i>, 101-150; <i>The Diary of Anne Frank Act II</i>, 157-187; <i>Teaching: Barrington Irving, Pilot and Educator</i>, 265-268; <i>Ban the Ban!</i> <i>Soda's a Problem but ...</i>, 287-289; <i>To Fly from Space Chronicles</i>, 465-470</p> <p>The "Acknowledgements and Credits" section at the conclusion of each Teacher's Guide includes copyright and permissions information for high-quality, previously published informational and literary texts myPerspectives Grade 8. See TE: Acknowledgements and Credits, R75–R79.</p>

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<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>At the 8th grade level, in <i>my Perspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications. Academic Vocabulary is presented and then integrated into lesson activities throughout the unit.</p> <p>Students are specifically reminded to practice learning vocabulary with Work Network strategies that help students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading, as well as provide an opportunity to do a Word Study that explores roots of words to help develop students' ability to understand and use critical vocabulary words in their responses and writings.</p> <p>See the following examples:</p> <p>TE: Introduction: <i>Academic Vocabulary: Nonfiction Narrative, Personalize for Learning: English Language Support: Cognates, 5</i>; Introduction: <i>Academic Vocabulary: Explanatory Text, Personalize for Learning: English Language Support: Cognates, 91</i>; Introduction: <i>Vocabulary Development: Academic Vocabulary Reinforcement, 261</i>; Teaching: <i>Academic Vocabulary, 478</i>; Introduction: <i>Academic Vocabulary: Argument, Personalize for Learning: English Language Support: Cognates, 441</i></p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade eight standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade eight, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge and vocabulary built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myPerspectives</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading. Comprehension and vocabulary activities exist for each selection in the text.</p> <ul style="list-style-type: none"> • <i>Independent Learning</i> selections, accessible via the interactive Student Edition includes challenging high-interest selections. • <i>Performance Tasks and Performance-Based Assessment</i> are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment the text. • <i>Teaching with Trade Books</i> provide students with another perspective on the topic. Trade Book lesson plans are available online in <i>MyPerspectivesPlus</i>. • Research and Writing activities at the conclusion of selections allow students to explore individual interests.

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>SE/TE: Concept Vocabulary, 50, 154, 272 Comprehension Check, 268, 289 Analyze Craft and Structure, 63, 291 Research, 411 Writing to Sources, 192, 221 Teaching with Trade Books, T36–T45 Whole-Class Learning, 98A–255, 350A–383 Small-Group Learning, 66A–75, 400A–411 Independent Learning, 106–108F, 432–434D Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207 Performance-Based Assessment, 84, 250, 336, 434, 532</p>

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<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>At the 8th grade level, the texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity. Five units of study including Rites of Passage, The Holocaust, What Matters, Human Intelligence, and Invention.</p> <p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, prose, functional and foundational texts and documents, folktales, myths, and traditional literature. The Table of Contents identifies the genres of each text included in the program. For a complete listing of all materials see the Table of Contents on pages T6–T15 of the Teacher’s Edition.</p> <p>See the following examples:</p> <p>SE/TE: Facilitating: <i>You are the Electric Boogaloo /Just Be Yourself</i>, 46–49; Teaching: <i>The Diary of Anne Frank Act I</i>, 101–150; Teaching: <i>The Diary of Anne Frank Act II</i>, 157–187; Teaching: <i>Barrington Irving, Pilot and Educator</i>, 265–268; Teaching: <i>Ban the Ban! Soda’s a Problem but ...</i>, 287–289; Teaching: <i>To Fly from Space Chronicles</i>, 465–470</p>

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1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:	
<ul style="list-style-type: none"> • Stories, drama, and poetry 	SE/TE: "The Medicine Bag", 13 (Short Story) "Hanging Fire", 56 (Poetry) "Translating Grandfather's House", 58 (Poetry) "The Setting Sun and the Rolling World", 67 (Short Story) <i>The Diary of Anne Frank Act I</i> , 101 (Drama) <i>The Diary of Anne Frank Act II</i> , 157 (Drama) "Flowers for Algernon", 351 (Short Story) "Retort", 418 (Poem)
<ul style="list-style-type: none"> • Modern literature that invites comparisons to themes, characters, and events from traditional sources 	SE/TE: "The Medicine Bag", 13 (Short Story) "The Setting Sun and the Rolling World", 67 (Short Story) " <i>from</i> Maus", 231 (Media: Graphic Novel) "Flowers for Algernon", 351 (Short Story)
1d. The range of informational texts include selections that:	
<ul style="list-style-type: none"> • Contain texts by two or more authors writing on the same topic 	SE/TE: <i>The Diary of Anne Frank Act I</i> , 101 <i>The Diary of Anne Frank Act II</i> , 157 <i>from Anne Frank: The Diary of a Young Girl</i> , 213 "Acceptance Speech for the Nobel Peace Prize", 223 (Speech) " <i>from</i> Maus", 231 (Media: Graphic Novel)
<ul style="list-style-type: none"> • Offer varied claims, arguments, and accounts of a given topic or event 	SE/TE: What Matters, Launch Text: Argument Model, "Freedom of the Press?" 258 "Three Cheers for the Nanny State", 277 (Opinion Piece) "Ban the Ban!" & "Soda's a Problem, but ...", 287 (Opinion Pieces) "Words Do Not Pay", 307 (Persuasive Speech) People and the Planet, Launch Text: Argument Model, "Inspiration Is Overrated!" 442

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<ul style="list-style-type: none"> • Present well-developed ideas, events, and themes 	<p>The collections of texts at the 8th grade level, <i>myPerspectives</i> are organized around central themes such as Rites of Passage, The Holocaust, What Matters, Human Intelligence, and Invention. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature.</p> <p>See the following example:</p> <p>SE/TE: What Matters, Launch Text: Argument Model <i>"Freedom of the Press?"</i> 258 <i>Barrington Irving, Pilot and Educator</i>, 265 <i>"Three Cheers for the Nanny State"</i>, 277 (Opinion Piece) <i>"Ban the Ban!" & "Soda's a Problem, but ..."</i>, 287 (Opinion Pieces" <i>"Words Do Not Pay"</i>, 307 (Persuasive Speech) <i>"from Follow the Rabbit-Proof Fence"</i>, 315 <i>"The Moth Presents: Aleeza Kazmi"</i>, 325 Independent Learning 330–333</p>
<ul style="list-style-type: none"> • Provide or direct students or teachers to audio, video, or multimedia versions of a given selection 	<p>SE/TE: <i>"Apache Girl's Rite of Passage"</i>, 29 (Media: Video) <i>"from Maus"</i>, 231 (Media: Graphic Novel) <i>"The Moth Presents: Aleeza Kazmi"</i>, 325 (Media: Video) <i>"The Theory of Multiple Intelligences Infographic"</i>, 413 (Media: Infographic) <i>"Sounds of Glass Armonica"</i>, 521 (Media: Video) Teaching with Trade Books, T36–T45</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>At the 8th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required of the standards. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <ul style="list-style-type: none"> Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher’s Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. <p>See the following examples (units for the Text Complexity Rubrics in the Teacher’s Edition and Anchor Texts):</p>

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(Continued)	(Continued) TE: Personalize for Learning: <i>You are the Electric Boogaloo</i> <i>Just Be Yourself</i> , Unit 2: 44C; Personalize for Learning: <i>The Diary of Anne Frank Act I</i> , Unit 2: 98C; Teaching: <i>The Diary of Anne Frank Act II</i> , Unit 2: 157-187; Teaching: <i>Barrington Irving, Pilot and Educator</i> , Unit 3: 265-268; Teaching: <i>Ban the Ban!</i> <i>Soda's a Problem but ...</i> , Unit 3: 287-289; Teaching: <i>To Fly from Space Chronicles</i> , Unit 5: 465-470
ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING	
<i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grade eight students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).</i>	
Literature and Informational Text	
2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:	
<ul style="list-style-type: none"> • Citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 	<p>Literature SE/TE: Cite Textual Evidence, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505; Analyze the Media, 387; Draw Conclusions, 22, 380; Make Inferences, 23</p> <p>TE: Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236, 351 366, 385, 419, 452, 497, 499</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 1–2, 9</p> <p>Informational SE/TE: Analyze Craft and Structure: Inferences, 271; Cite Textual Evidence, 50, 62, 218, 226, 227, 270, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 520; Analyze Craft and Structure: Central Idea and Supporting Details, 219</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>TE only: Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 489, 511, 514, 521</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 90–91, 97</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p>
<p>• Determining a central idea or theme and analyzing its development over the course of a text, including its relationship to characters, setting, plot, or supporting ideas</p>	<p><u>Literature</u></p> <p>SE/TE: Analyze Craft and Structure: Analyze Theme, 63, 73; Determining Theme, 381; Small-Group Performance Task: Present an Informative Multimedia Presentation, 426–427; Reflect, 248; Critical Review, 462; Speaking and Listening: Class Discussion, 463; Notebook, 71</p> <p>TE: Author’s Perspective, 24, 42; Analyze Setting, 67; Small-Group Reading, 68, 316, 495; Analyze Dialogue, 124; Challenge, 421</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 15–16, 22</p> <p><u>Informational</u></p> <p>SE/TE: Analyze Craft and Structure: Main Idea and Supporting Details, 219; Central Ideas, 409; Determine Main Idea and Supporting Details, 291; Practice, 283; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286</p> <p>TE: Informational Model, 344</p>

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(Continued)	(Continued) Digital Resources: Grade 8 Common Core Companion Workbook, 103–104, 110 <i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i>
• Objectively summarizing a text	SE/TE: Unit Introductions: Summaries, 8, 94, 260, 346, 444; Comprehension: Notebook (summary), 21, 457 TE: Writing a Summary, 430
• Analyzing how a text makes connections among and distinctions between individuals, ideas, or events	SE/TE: Analyze Craft and Structure: Characterization in Nonfiction, 271; Analyze Informational Texts: Memoir and Reflective Writing, 409; Present an Informative Multimedia Presentation, 426–427; First Read: Nonfiction, 464; Analyze Text Structure: Text Structure, 473; Analyze Text Structure: Biographical Writing, 492 TE: Analyze Analogy, 279 Digital Resources: Grade 8 Common Core Companion Workbook,, 116–117
• Analyzing how dialogue or events serve to propel the action, reveal aspects of a character, or provoke a decision	SE/TE: Comprehension: Notebook, 71; Analyze Craft and Structure: Analyze Dialogue, 153; Character’s Motivation, 189; Close Read, 373, 458; First Read Fiction, 449 TE: Analyze Dialogue, 124; Analyze Setting, 67; Small-Group Reading, 68; Personalize for Learning, 74; Plot, 125; Writing a Summary, 430 Digital Resources: Grade 8 Common Core Companion Workbook, 28–29, 35

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<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzing the impact of word choices on meaning and tone 	<p>SE/TE: Symbolism, 23; Tone, 51; Author’s Style, 64; Connotation and Denotation, 505; Word Choice, 220; Persuasive Techniques, 311; Descriptive Writing, 321; Language Development, 422; Determine Figurative Meaning: Sound Devices, 423; Analyze Text Structure: Expository Writing, 473; Analyze Word Choice: Figurative Language, 506; Determine Author’s Purpose: Diction and Tone, 517; Concept Vocabulary, 50, 54, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 412, 414, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE: Figurative Language, 69, 167, 385; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 123–124, 130</p>
<ul style="list-style-type: none"> Analyzing an author’s use of analogies and allusions to other texts 	<p>SE/TE: Analyze Craft and Structure, 381</p> <p>TE: Analyze Allusions, 49; Analyze Figurative Language, 69; Analyze Analogy, 366</p>
<ul style="list-style-type: none"> Comparing and contrasting text structures and analyzing how structure contributes to meaning and style 	<p>SE/TE: Writing to Compare: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; Analyze Craft and Structure: Forms of Poetry, 63; Writing to Compare: “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388–389; Analyze Craft and Structure: Poetic Structures, 423; Prepare to Compare, 508</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 54–55</p>

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<ul style="list-style-type: none"> Analyzing paragraph structure and its impact on refining a key concept 	<p>SE/TE: Analyze Craft and Structure: Central Idea and Supporting Details, 219; Author’s Style: Parallelism, 317; Descriptive Writing, 321; Analyze Text Structure: Expository Writing, 473; Analyze the Text, 226, 310, 491</p> <p>TE: Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 136–137</p>
<ul style="list-style-type: none"> Analyzing how characters’ and readers’ points of view create effects such as suspense or humor 	<p>SE/TE: Writing to Sources, 26; Analyze Craft and Structure: Point of View, 73; Dialogue, 153; Analyze Craft and Structure: Point of View, 381</p> <p>TE: Analyze Perspective, 351</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 61–62</p>
<ul style="list-style-type: none"> Determining an author’s point of view and analyzing how the author responds to conflicting viewpoints 	<p>SE/TE: Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Determine Author’s Perspective, 283; Summarize, 291; Point of View, 321; Memoir and Reflective Writing, 409; Determine Author’s Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 143–144, 150</p>

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<p>2c. <i>Integration of Knowledge and Ideas</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea 	<p>SE/TE: Frank Family and World War II Timelines: 194–198; Prepare to Compare, 200; Writing to Compare, 32–33, 200–201; Analyze the Media, 240, 414</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 156–157</p>
<ul style="list-style-type: none"> Analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors 	<p>SE/TE: Writing to Sources: Drama Review, 193; from <i>Flowers for Algernon</i>: Analyze the Text, 387; Writing to Compare, 388–389</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 68–69</p>
<ul style="list-style-type: none"> Assessing the reasoning behind an argument or specific claims made in a text 	<p>SE/TE: Analyze Craft and Structure: Evaluate Author’s Argument, 283; Conflicting Arguments, 291; Writing to Compare, 294–295; Persuasive Techniques, 311; Writing to Sources: Argumentative Essay, 476</p> <p>TE: Launch Text: Argument Model, 258, 442</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 163–164</p>
<ul style="list-style-type: none"> Analyzing conflicting text accounts of the same topic 	<p>SE/TE: Analyze Craft and Structure: Conflicting Arguments, 291; Writing to Compare, 294–295</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 170–171</p>

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<ul style="list-style-type: none"> Analyzing how modern works draw on aspects of historical works such as myths, traditional stories, or religious works such as the Bible 	<p>SE/TE: Analyze Craft and Structure “Flowers for Algernon,” 381; Speaking and Listening: “Uncle Marcos,” 463</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 75–76</p>
<p align="center">ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH</p>	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade eight, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532; Drama Review, 193</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> Writing arguments to support claims with clear reasons and relevant evidence 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532; Drama Review, 193</p>

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<p>• Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p>SE/TE: Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395; Writing to Compare: Review/Sequence Description, 33; Comparison-and-Contrast Essay, 389; Research: Informational Report, 75; Research Report, 313; Brief Informational Report, 411; Writing to Sources: Informative Journal, 221; Writing to Compare, 508–509; Resources Tool Kit: Informative, R12–R17</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons> Informative/Explanatory Writing—Middle School</p>
<p>• Writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences of events</p>	<p>SE/TE: Whole-Class Performance Task: Nonfiction Narrative, 34–39; Writing to Sources: Retelling, 26; Journal Entry, 323; Letter, 323; Nonfiction Narrative, 84; Dialogue, 39; Diary Entry, 220; Resources Tool Kit: Narrative, R18–R23</p> <p>TE: Write a Poem, 421</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons> Narrative Writing —Middle School</p>
<p>3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level argument, informational, and narrative writing.</p>	<p>SE/TE: Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an Argument, 478–483</p>

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3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade eight writing standards, including:	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532; Drama Review, 193</p>
<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed 	<p>SE/TE: Performance Task: Prewriting/ Planning, 35, 203, 297, 391, 479; Drafting, 36, 204, 298, 392, 480; Revising, 38, 206, 300, 394, 482; Editing/ Proofreading, 39, 207, 301, 395, 483; Publishing and Presenting, 39, 207, 301, 395, 483</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, Common Core Companion (all writing lessons focus on the writing process, for examples see: 185–195) myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School>Drafting >Revising</p>

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<p>• Using technology to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others Materials should also guide the teaching of specific components of grade eight writing standards 1-3 (See CCSS).</p>	<p>SE/TE: Writing to Sources: Video Review, 33; Multimedia Presentation, 241; Give Evidence with Media Examples, 76, 242; Publishing and Presenting, 301, 483; Speaking and Listening: Multimedia Presentation, 425; Performance Task: Present an Informative Multimedia Presentation, 426–427</p> <p>TE: Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan with Your Group, 242</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School >Interactive Research Lesson>Integrating Quotations, Citations, and Images-Middle School >Interactive Whiteboard Activity>Argument-Middle School >Narrative-Middle School >Informative / Explanatory-Middle School</p>

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3e. Materials provide opportunities and resources for students to conduct short research projects to answer a question, including:	
<ul style="list-style-type: none"> • Drawing on several sources and generating additional related, focused questions that allow for multiple avenues of further investigation 	<p>SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p>TE: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 259–272 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Research Lesson>Integrating Quotations, Citations, and Images-Middle School >Sources and Evidence-Middle School</p>
<ul style="list-style-type: none"> • Gathering relevant information from multiple print and digital sources, using search terms effectively and assessing the credibility and accuracy of each source 	<p>SE/TE: Research to Clarify & Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p>TE: Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 259–272 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Research Lesson>Integrating Quotations, Citations, and Images-Middle School >Sources and Evidence-Middle School</p>

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<ul style="list-style-type: none"> • Quoting or paraphrasing the data and conclusions of others while avoiding plagiarism 	SE/TE: Project Plan, 75; Conduct Research, 241; Avoiding Plagiarism, R30–R31
<ul style="list-style-type: none"> • Following a standard format for citation 	SE/TE: Formats for Citing Sources, R32–R33; also see: Project Plan, 75; Conduct Research, 241
<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	<p><u>Literature</u> SE/TE: Drama Review, 193; Practice: Notebook, 381, 459; also see: Writing to Compare, 200–201, 388–389</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 273–274</p> <p><u>Informational</u> SE/TE: Practice: Notebook, 283, 291; Writing to Sources: Support an Argument, 274; also see: Writing to Compare, 32–33, 200–201, 294–295, 508–509</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 277–278</p>

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ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<i>Even at the upper grades students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Extended foundational skills instruction continues at the secondary school level and includes word analysis skills, the study of linguistic frames, syntax, structures of text, levels of meaning, and academic vocabulary for students who are not reading at grade level. Foundational skills that address the grade eight standards will be described in greater depth in Alignment Criterion VII—Scaffolds and Supports.</i>	
ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade eight are designed to help build student understanding and use of:	
<ul style="list-style-type: none"> • Verbals, including gerunds, participles, or infinitives, in general and in terms of their impact on specific sentences 	<p>SE/TE: Participial and Infinitive Phrases, 424; Revising to Combine Sentences Using Gerunds and Participles, 481</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Phrases: Participle and Participial</p>
<ul style="list-style-type: none"> • Verbs in active and passive voice 	<p>SE/TE: Verbs in Active and Passive Voice, 25; Whole-Class Performance Task: Subject-Verb Agreement, 393</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 329–330 myPerspectivesPlus ELA Grades 6–12>Conventions> Interactive Grammar Practice Lessons>Verbs: Active Voice and Passive Voice</p>
<ul style="list-style-type: none"> • Verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods 	<p>SE/TE: Verbs: Mood, 52, 64, 74; Grammar Handbook, R57</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Conventions> Interactive Grammar Practice Lessons>Sentences: Indicative, Imperative, Interrogative, and Exclamatory</p>

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<ul style="list-style-type: none"> • Correct shifts in verb voice and mood 	<p>SE/TE: Verbs: Mood, 52; Grammar Handbook, R57</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 333–334 myPerspectivesPlus ELA Grades 6–12>Conventions> Interactive Grammar Practice Lessons>Verbs: Unnecessary Shifts in Tense, Voice, or Mood</p>
<ul style="list-style-type: none"> • Punctuation such as the comma, ellipsis, or dash to indicate a pause or break 	<p>SE/TE: Commas and Semicolons, 493; Dashes and Ellipses, 518; Grammar Handbook, R63–R64</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 335–336 myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Punctuation to Indicate a Pause, or Break, or Omission</p>
<ul style="list-style-type: none"> • The ellipsis to indicate an omission 	<p>SE/TE: Dashes and Ellipses, 518; Grammar Handbook, R64</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 337–338 myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Punctuation to Indicate a Pause, or Break, or Omission</p>
<ul style="list-style-type: none"> • Correct spelling 	<p>SE/TE: Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 339–340</p>

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Knowledge of Language	
5b. Text supports instruction on:	
<ul style="list-style-type: none"> Using verb voice and mood to achieve particular effects 	<p>SE/TE: Verbs in Active and Passive Voice, 25; Verbs: Mood, 52, 64, 74; Whole-Class Performance Task: Subject-Verb Agreement, 393; Grammar Handbook, R57</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 329–330 myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Verbs: Active Voice and Passive Voice >Sentences: Indicative, Imperative, Interrogative, and Exclamatory</p>
Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> Using context clues to unlock the meaning of words or phrases 	<p>SE/TE: Context Clues, 44, 54, 66, 212, 306, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443</p> <p>TE: Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500; Word Study, 24; Strategic Support, 118; Vocabulary Development, 162, 494; Unfamiliar Words, 280</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 343–344</p>
<ul style="list-style-type: none"> Using Greek or Latin affixes and roots as clues to the meaning of words 	<p>SE/TE: Greek Roots, 72, 272, 292; Latin Root, 292, 516; Greek Suffix, 154; Latin Prefixes, 382; Latin Suffixes, 50, 190, 218, 408, 460; Old English Prefix, 474; Prefixes and Suffixes, 284, 310, 320; Etymology, 505</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 345–346</p>

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<ul style="list-style-type: none"> • Interpreting figures of speech in context 	<p>SE/TE: Figurative Meaning: Symbolism, 23; Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508</p> <p>TE: Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 351–352</p>
<ul style="list-style-type: none"> • Distinguishing among the connotations of words with similar denotations 	<p>SE/TE: Word Choice, 311; Connotation and Denotation, 505; Analyze Craft and Structure, 51, 227, 517; Word Study, 505</p> <p>TE: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 355–356</p>
<ul style="list-style-type: none"> • Consulting general and specialized reference materials to determine pronunciation or verify the meaning of words 	<p>SE/TE: Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 505; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510</p> <p>TE: Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 347–348</p>

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<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE/TE: Figurative Meaning: Symbolism, 23; Connotation and Denotation, 505; Synonyms and Antonyms, 24, 50, 66, 416; Concept Vocabulary, 154, 320; Using a Dictionary and Thesaurus, 222, 314; Word Families, 226; Persuasive Techniques and Word Choice, 311; Technical Vocabulary, 488; Media Vocabulary, 230; Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 351–355</p>
<p>ALIGNMENT CRITERION VI: SPEAKING AND LISTENING</p>	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for college- and career-readiness, as outlined in the standards (see IMET). If grade eight students are able to listen objectively to others, evaluate what they are learning, refine their opinions based on their reflections, and voice their own confusion/misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to varied opinions, and must learn how to determine the validity of evidence provided by others as well as to provide evidence for their own choices and opinions (CCSS).</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:</p>	
<ul style="list-style-type: none"> • Prepare for a collaborative discussion where text is cited to support ideas, explicitly drawing on that preparation by referring to evidence on the topic 	<p>SE/TE: Class Discussion, 463, 477; Debate, 32, 444, 519, 522, 523; Group Discussion, 65, 221, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Prepare to Compare, 32, 200, 294, 388, 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 292–298</p>

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<ul style="list-style-type: none"> Follow rules for collegial discussions and decision-making, tracking progress toward specific goals and deadlines and defining individual roles 	<p>SE/TE: Group Discussion, 65, 229, 327, 415; Multimedia Presentation, 425, 426; Class Discussion, 463; Preparing for the Debate, 519; Plan With Your Group, 524; Rehearse With Your Group, 525</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 292–298</p>
<ul style="list-style-type: none"> Demonstrate understanding of multiple perspectives 	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415; Prepare to Compare, 388; Multimedia Presentation, 426; Debate, 519; Rehearse with Your Group, 427, 525</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 292–298</p>
<ul style="list-style-type: none"> Interpret information presented in diverse media and explain how certain ideas clarify a topic 	<p>SE/TE: Performance Task: Present an Informative Multimedia Presentation, 426–427; Performance Task: 76–77, 243, 329; Reflect on the Unit: 87; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523; Informative Presentation, 477</p>
<ul style="list-style-type: none"> Evaluate the validity and soundness of a speaker’s claim 	<p>SE/TE: Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 525; Evaluate Discussion Participation, 477; Debate, 32, 519</p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 304–307</p>

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<ul style="list-style-type: none"> • Pose questions that connect the ideas of several speakers 	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Debate, 519</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.</i></p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 292–298</p>
<ul style="list-style-type: none"> • Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases 	<p>SE/TE: Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491</p> <p>TE: Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p> <p><i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p> <p>Digital Resources: Grade 8 Common Core Companion Workbook, 357–358</p>

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<p>6b. <i>Presentation of Knowledge and Ideas.</i> Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to present claims and findings, emphasizing salient points in a focused, coherent manner using pertinent descriptions, facts, and details 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Write an Informative Speech, 390–395; Speaking and Listening: Monologue, 27; Comparing Video with Text, 32; Visual Presentation, 53; Dramatic Reading, 193; Multimedia Presentation, 425; Presentation, 275, 477, 523; Research: Multimedia Presentation, 241; Reflect on the Unit: 87, 253, 339, 437, 535</p>
<ul style="list-style-type: none"> • How to use multimedia components and visual displays 	<p>SE/TE: Performance Task: Present an Informative Multimedia Presentation, 426–427; Performance Task: 76–77, 243, 329; Reflect on the Unit: 87; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523; Informative Presentation, 477</p>
<ul style="list-style-type: none"> • How to adapt speech to a variety of contexts and tasks 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Speaking and Listening, 27, 53, 193, 229, 241, 275, 327, 415, 425, 463, 477, 519; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Small-Group Performance Task: 77, 243, 427</p>

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ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	
<i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grade eight students, the materials must include supports for students to comprehend at the high end of the grades six through eight text complexity band. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i>	
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:	
• Academic language	SE/TE: Unit Opener: Academic Vocabulary, 5, 91, 257, 343, 416, 441 Academic Vocabulary (examples), 202, 250, 296, 390, 434, 478, 532 Digital Resources: myPerspectivesPlus ELA Grades 6–12>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons> Grade 8 General Academic Vocabulary>Try It >Apply It
• Linguistic frames	TE: English Language Support, 80, 337; Sentence Frames, 204
• Repeated grammatical structures and language	SE/TE: Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Vocabulary and Conventions Connection, 26, 102, 274, 462, 476; Language Development: Conventions, 299, 393, 481; Handbook R54–R62
7b. The materials include student supports such as:	
• Multiple digital and media versions of texts	SE/TE: from <i>Flowers for Algernon</i> , 351 (Drama) from <i>Flowers for Algernon</i> , 385 (Script) Writing to Compare, 388–389
• Illustrations	SE/TE: Illustrations (examples), 231–238 Analyzing Art, 234, 236 Analyzing Visual Metaphors, 232

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<ul style="list-style-type: none"> • Graphs and charts 	<p>SE/TE: Charts (examples), 5, 32, 51, 65, 189, 242, 262, 302 Analyze Infographics, 413</p>
<ul style="list-style-type: none"> • Maps and photographs 	<p>Maps TE: Geography, 13; Social Studies, 101</p> <p>Photographs Photographs (examples), 41, 48, 67, 92, 110, 351, 354</p>
<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the Closer Look questions, in which students explore the content of the selections. First Read charts highlight strategies student can use for comprehension.</p> <p>See the following examples:</p> <p>SE/TE: First Read, 12, 54, 66, 194, 264; ; Analyze Craft and Structure: Development of Theme, 381; Memoir and Reflective Writing, 409; Closer Look: Analyze Characterization, 13; Analyze Plot Development, 127; Close Read, 267, 355</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The Teacher’s Edition has everything need for planning and instruction. Grade 8 includes a Teacher Edition that include explicit instructional directions with clear goals and objectives.</p> <p>At the 8th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p>TE: Teaching: Comprehension Check, 49, 151, 268, 289 Standards Support Through Teaching and Learning Cycle, 54D, 264D, 350D Standards, 62, 76, 152, 194, 306, 314</p> <p>Trade book Lesson Plans in <i>myPerspectives Plus</i>, include assessments that accompany lessons associated with trade book titles. In addition, <i>myPerspectives Plus</i>, includes the <i>myPerspectives Professional Development</i> that brings together the art and science of teaching with innovative professional suggestions to help teachers reimagine their craft.</p>

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<p>• Strategies to gradually increase difficulty as students' comprehension skills strengthen</p>	<p>At the 8th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Facilitating: <i>The Setting Sun and the Rolling World</i>; <i>First Read</i>, 66; Teaching: <i>The Diary of Anne Frank Act I</i>; <i>Close Read</i>, 102; Facilitating: <i>from Anne Frank: The Diary of a Young Girl, Author's Style: (Language Development)</i>, 220; Teaching: <i>Barrington Irving, Pilot and Educator</i>, 265-268</p> <p>The digital resources in <i>myPerspectives Plus</i>, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level.</p>

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<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myPerspectives</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>
<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myPerspectives</i> creates opportunities for student success with the Whole-Class and Small-Group Learning activities. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>See the following examples:</p> <p>TE: Planning, 126A–126D, 276A–276D, 412C–412D; Teaching with Trade Books, T36–T45; Whole-Class Learning, 98A–255, 350A–383; Small-Group Learning, 66A–75, 400A–411; Independent Learning, 106–108F, 432–434D; Performance Task: P Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Performance-Based Assessment, 84, 250, 336, 434, 532</p>

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<ul style="list-style-type: none"> • Clear guidance for documenting student progress toward meeting grade-level standards 	<p>Pearson's <i>myPerspectives</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formal and informal assessments are offered for each selection in the program. Teacher Edition side-notes include Close Read and Closer Look activities allowing immediate assessment opportunities. Personalize for Learning allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, and Writing activities.</p> <p>Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text. Formal assessments include a Beginning-of-Year Test, Mid-Year Test, End-of Year Test, Selection Tests, and Unit Tests.</p> <p>See the following examples:</p> <p>TE: Close Read, 102, 124, 215; Closer Look, 46, 49, 277; Performance Tasks, 34–39; Writing to Sources, 274, 323, 462; Personalize for Learning, 30, 118, 219, 251</p>

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<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myPerspectives</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. <i>myPerspectives</i> Digital includes the interactive edition, audio editions, videos, and assessments. The Pearson BouncePages App allow students access audio, video, and multimedia selections through their mobile device.</p> <p><i>myPerspectives+</i> includes hundreds of additional teacher resources instructors can use to customize your lessons. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.</p> <p>See the following examples:</p> <p>TE: Overview of the Interactive Student Edition, T18–T19; Resources for Flexibility, T32–T33 “Apache Girl’s Rite of Passage”, 29 (Media: Video) “from Maus”, 231 (Media: Graphic Novel) “The Moth Presents: Aleeza Kazmi”, 325 (Media: Video) “The Theory of Multiple Intelligences Infographic”, 413 (Media: Infographic) “Sounds of Glass Armonica”, 521 (Media: Video) Teaching with Trade Books, T36–T45</p>

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<p>7e. The materials include assessments along with:</p>	
<ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myPerspectives</i> includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Performance-Based Assessment</i> allows students to demonstrate their learning by pulling together the content knowledge, process skills, and learning. • <i>Beginning-of-Year Test</i> determine each students' starting profile allowing teachers to plan which standards need focus. • <i>Unit Tests</i> allow students to apply standards taught in the unit with new texts. These tests provide an opportunity to remediate. • <i>Mid-Year Test</i> monitor student progress on skills and standards taught in the first half of the year. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment allows teachers to edit/add questions to an existing test or build an original test. Reports gather and track usage and students' growth on grade-level standards and skill.</p> <p>Assessment Overview, T24–T26 Performance-Based Assessment, 84, 250, 336, 434, 532</p>

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<p>• Opportunities for students to demonstrate their expertise through the use of performance tasks</p>	<p>SE/TE: At the end of each unit in <i>myPerspectives</i> Grade 8, students can demonstrate understanding of acquired knowledge through performance based activities called Performance Tasks. Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text.</p> <p>See the following examples:</p> <p>Performance Task: Writing Focus: Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395</p> <p>Performance Task: Speaking and Listening Focus: Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427</p>
<p>• Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps</p>	<p>Pearson's <i>myPerspectives</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group learning.</p> <p>Teaching with Trade Books provide students with another perspective on the topic. Trade Book lesson plans are available online in <i>MyPerspectives+</i>.</p> <p>See the following examples:</p> <p>TE: Teaching with Trade Books, T36–T45; Whole-Class Learning, 12A–33, 350A–383; Small-Group Learning, 212A–221; Independent Learning, 244–247, 428–431</p>

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<p>• Reading selections and questions that progress in a logical sequence for gradual release</p>	<p>At the 8th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>The Diary of Anne Frank Act I</i>; <i>Close Read</i>, 102; Teaching: <i>Barrington Irving, Pilot and Educator</i>, 265-268; Facilitating: <i>The Setting Sun and the Rolling World</i>; <i>First Read</i>, 66; from <i>The Invention of Everything Else</i>; Writing to Compare (Effective Expression), 508-509</p>

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<p>• Enrichment tasks for students who are on target for meeting grade-level expectations</p>	<p>At the 8th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning: Challenge activities at the bottom of various lesson pages that encourage students to go beyond the text and explore new avenues of study. The Planning pages for each selection includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Decide and Plan section includes Challenge lessons that provide students activities that can go beyond a simple interpretation of the text.</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p> <p>See the following examples in the Teacher’s Edition:</p> <p>Decide and Plan, 12C, 44C, 212C Personalize for Learning: Challenge, 21, 61, 198, 235, 289</p> <p>The digital resources in <i>myPerspectives Plus</i>, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level. This material includes interactive activities that allow students to engage in responses to evidence gathering, drawing conclusions or making inferences, create arguments using text as supporting evidence, and answering and generating questions that call for critical thinking, as well clue searching within the text. These items allow students to delve deeper within the text as they read and think about what they are reading. These materials are offered in more than one language. Grade 8 Editions are available for Teachers and students.</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>English Learner/High Interest Support>Sleuth</p>

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<ul style="list-style-type: none"> • Steps to take when evidence suggests that students are starting to fall behind 	<p>Not all students learn the same way or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myPerspectives</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>At the 8th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning activities that provide students opportunities to work with each unit topic, assisting students through and with writing, parts of speech and cultural context. <i>myPerspectives</i> provides ELL Language Support throughout lessons to assist students who do not speak English as a first language. Learning strategies are noted and suggested at the bottom of various lesson pages for reference, specifically noting ways for students to grasp language that may be content specific or unfamiliar to them as they read the text.</p> <p>Helpful strategies are provided within each text to support teachers as they delve into the lessons. These strategies include:</p> <p>TE: Personalize for Learning: English Language Support: Cognates, 91, 257; Practicing with Nouns and Pronouns, 273; Author’s Purpose, 517; Personalize for Learning: Capitalization Unit 5: 475</p> <p>The digital resources in <i>myPerspectives Plus</i>, include contain a supply of various materials that can engage English Language Learners.</p> <p>Reading activities call QReads engage reading, listening, and writing skills with a structure that allows for progression from one level to another; these activities can assist teachers as they work with students to effectively acquire their reading skills.</p>

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