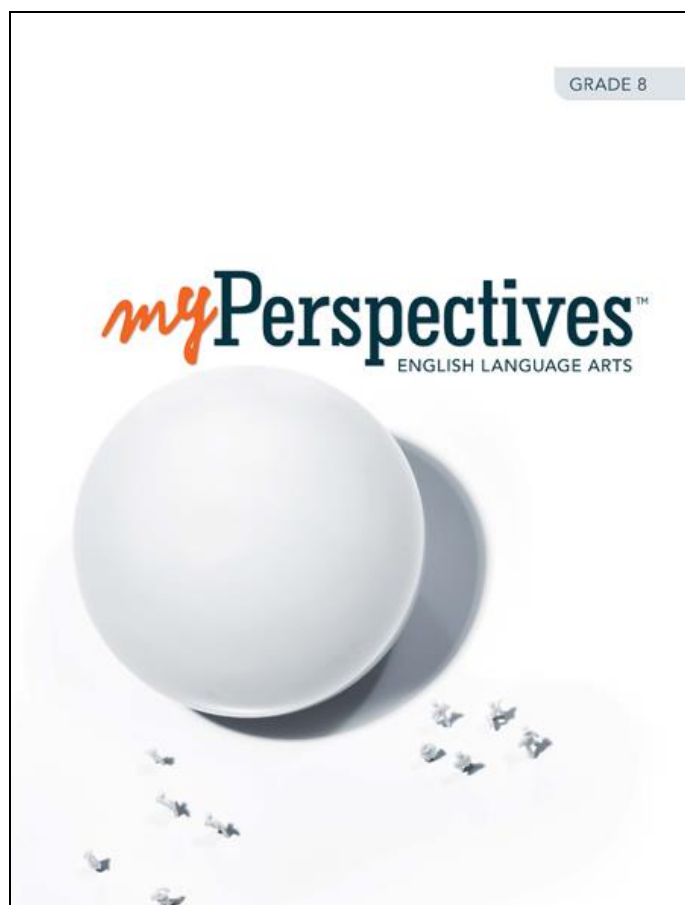


A Correlation of



Grade 8, ©2017

To the

**Oklahoma Academic Standards
for English Language Arts
Grade 8**

A Correlation of myPerspectives, Grade 8 to the Oklahoma Academic Standards for English Language Arts

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the Oklahoma Academic Standards for English Language Arts. 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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**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Table of Contents

8.1 Speaking and Listening.....	4
8.2 Reading and Writing Process.....	6
8.3 Critical Reading and Writing	8
8.4 Vocabulary	13
8.5 Language	15
8.6 Research.....	17
8.7 Multimodal Literacies.....	20
8.8 Independent Reading and Writing	21

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.1 Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
8.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
8.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	<p>SE/TE: Class Discussion, 463, 477; Debate, 444, 519; 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, 535; Writing to Compare (group work), 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions Middle School>Group Discussions</p>
8.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<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>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons. See for example, 42,210,304, 486</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	<p>SE/TE: Class Discussion, 463, 477; Debate, 444, 519; 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, 535; Writing to Compare (group work), 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions Middle School>Group Discussions</p>
8.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
8.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 76–77; Deliver Multimedia Presentation, 242–243; Present an Argument, 328–329; Deliver Multimedia Presentation, 426–427; Conduct a 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, 535</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Giving a Presentation-Middle School</p>
8.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	<p>SE/TE: Working as a Team, 42, 210, 304, 398, 486; Rehearse with Your Group, 525; Class Discussion, 463, 477; Debate, 444, 519; Group Discussion, 65, 221, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Group Discussions</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.2 Reading and Writing Process	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
8.2.F Fluency: Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	SE/TE: Performance Task: Speaking and Listening Focus, 76–77, 242–243, 328–329, 426–427, 524–525; Performance-Based Assessment: Speaking and Listening, 86, 252, 338, 436, 534; Monologue, 27; Dramatic Reading, 193
Students will use a variety of recursive reading and writing processes.	
8.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.	
8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	SE/TE: Writing to Sources: How-To Essay, 527; Summary, 8, 94, 260, 346, 444; Evidence Log, 9, 95, 261, 347, 445; First Read: Respond (examples), 54, 66, 80, 100, 156, 212, 222, 246, 350; Notebook (examples), 21, 22, 49, 61, 71, 151, 217, 225, 239, 276, 281, 379; Comprehension, 187
8.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	SE/TE: Cite Textual Evidence, 22, 23, 50, 62, 72, 152, 153, 188, 189, 199, 218, 226, 227, 240, 270, 282, 283, 290, 291, 310, 320, 380, 381, 408, 422, 458, 459, 472, 473, 491, 505, 516, 520; Writing To Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Evaluate Author’s Argument, 283; Descriptive Writing, 321; Memoir and Reflective Writing, 409; Text Structure: Expository Writing, 473
8.2.R.3 Students will generalize main ideas with supporting details in a text.	SE/TE: Analyze Craft and Structure: Central Idea and Supporting Details, 219; Central Ideas, 409 Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-Middle School

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 8</p>
<p>8.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>8.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</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 Argument, 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84–85, 250–251, 336–337, 434–435, 532–533</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising</p>
<p>8.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	<p>SE/TE: Prewriting/Planning, 35, 203, 297, 391, 479; Drafting, 36, 204, 298, 392, 480; Writing to Compare: Prewriting, 32, 200, 294, 388, 508; Drafting, 33, 201, 295, 389, 509</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising</p>
<p>8.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.</p>	<p>SE/TE: Drafting, 36, 204, 298, 392, 480; Writing to Compare: Drafting, 33, 201, 295, 389, 509</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.	SE/TE: Revising, 38, 205, 206, 300, 394, 481, 482; Editing, 39, 207, 301, 395, 483; Writing to Compare: Review, Revise, and Edit, 33, 201, 295, 389, 509 Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising
8.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	SE/TE: Revising, 38, 205, 206, 300, 394, 481, 482; Editing and Proofreading, 39, 207, 301, 395, 483
8.3 Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
8.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
8.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	SE/TE: Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Analyze Craft and Structure: Poetic Structures, 423; Conflicting Arguments, 291
8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.	SE/TE: Writing to Sources, 26, 274; Analyze Craft and Structure: Point of View, 73, 381; Author’s Purpose and Point of View, 227; Author’s Argument, 283; Conflicting Arguments, 291; Point of View, 321; Memoir and Reflective Writing, 409; Determine Author’s Purpose: Diction and Tone, 517; Writing to Compare: Comparing Arguments, 294 TE only: Analyze Perspective, 351
8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of a text:	
8.3.R.3.a setting	SE/TE: Notebook, 30; Narrative Poem, 63; Analyze Craft and Structure, 381 TE only: Analyze Setting, 67

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.3.R.3.b plot	SE/TE: Analyze Craft and Structure, 381, 459 TE only: Close Read, 111; Plot, 125; Analyze Plot Development, 127; Identify Foreshadowing, 134; Analyze Conflict, 365
8.3.R.3.c characters (i.e., protagonist, antagonist)	SE/TE: Writing to Sources, 26; Point of View in Fiction, 73; Close Read, 105, 108, 111, 120, 130, 139, 163; Analyze the Text: Text Structure in Drama, 152; Character’s Motivation, 189; Characterization in Nonfiction, 271; Propelling the Action: Character, 459 TE only: Analyze Characterization, 13, 499; Understand Characters, 15; Analyze Character, 17, 181, 316; Close Read: Fiction, 68; Infer from Dialogue, 173; Analyze Motivation, 175, 452; Identifying Character Motivation, 188
8.3.R.3.d characterization	SE/TE: Analyze Craft and Structure: Characterization in Nonfiction, 271; Characterization, 388–389 TE only: Analyze Characterization, 13, 499
8.3.R.3.e theme	SE/TE: Analyze Craft and Structure: Analyze Theme, 63, 73; Development of Theme, 381; Forms of Poetry, 63
8.3.R.3.f conflict (i.e., internal and external)	SE/TE: Narrative Poem, 63; Practice, 153; Internal Conflict, 327; Analyze Craft and Structure, 459 TE only: Analyze Conflict, 107, 149, 365, 497; Analyze Plot Development, 127; Analyze Characters in Conflict, 177
8.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:	
8.3.R.4.a simile	SE/TE: Word Choice: Figurative Language, 506 TE only: Analyze Figurative Language, 69; English Language Support, 167;
8.3.R.4.b metaphor	SE/TE: Word Choice: Figurative Language, 506 TE only: Analyze Figurative Language, 69; English Language Support, 167; Analyzing Visual Metaphors, 232

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.3.R.4.c personification	SE/TE: Word Choice: Figurative Language, 506 TE only: Analyze Figurative Language, 514
8.3.R.4.d onomatopoeia	SE/TE: For supporting content please see: Word Choice: Figurative Language, 506; Onomatopoeia, R46 TE only: English Language Support, 520
8.3.R.4.e hyperbole	SE/TE: For related material see: Word Choice: Figurative Language, 506 TE only: Analyze Figurative Language, 69
8.3.R.4.f imagery	SE/TE: Notebook, 388; also see: <i>from</i> Maus, 231-238 TE only: Close Read, 449; English Language Support, 167
8.3.R.4.g tone	SE/TE: Author's Word Choice: Tone, 51; Word Choice, 220; Analyze the Media, 282; Analyze Craft and Structure, 311, 321; Analyze Craft and Structure: Diction and Tone, 517 TE only: Analyze Tone, 57, 287; Write a Poem, 61; Challenge, 309; Shifts in Tone and Meaning, 425
8.3.R.4.h symbolism	SE/TE: Analyze Craft and Structure: Figurative Meaning: Symbolism, 23; Review and Clarify, 226 TE only: Symbolism, 20
8.3.R.4.i irony	SE/TE: Analyze Craft and Structure: Dramatic Irony, 153
8.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	SE/TE: Analyze Craft and Structure: Author's Argument, 283; Conflicting Arguments, 291; Writing to Compare, 294–295; Persuasive Techniques and Word Choice 311; Writing to Sources: Argumentative Essay, 476 TE only: Launch Text: Argument Model, 258, 442

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence.	<p>SE/TE: Evaluate Author’s Argument, 283; Descriptive Writing, 321; Memoir and Reflective Writing, 409; Text Structure: Expository Writing, 473; Inferences, 189, 271, 290</p> <p>TE only: Conclude (examples), 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; Launch Text: Informational Model, 228; Argument Model, 356; Informative Essay Model, 228; Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p>
8.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.	<p>SE/TE: QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509</p>
8.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
8.3.W.1 Narrative: Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details.	<p>SE/TE: Whole-Class Performance Task: Nonfiction Narrative, 34–39; Writing to Sources: Retelling, 26; Journal Entry, 323; Letter, 323; Nonfiction Narrative, 84–85; Write It: Diary Entry, 220; Resources Tool Kit: Narrative, R18–R23</p> <p>TE only: Write a Poem, 421</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons> Narrative Writing-Middle School</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

<p align="center">Oklahoma Academic Standards English Language Arts</p>	<p align="center">myPerspectives Grade 8</p>
<p>8.3.W.2 Informative: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.</p>	<p>SE/TE: Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395; Writing to Compare: Explanatory Essay, 250–251; Comparison-and-Contrast Essay, 388–389; Research: Informational Report, 75; Research Report, 313; Brief Informational Report, 411; Informative Essay, 434–435; Writing to Compare, 508–509; Write an Informative Speech, 390–391; Resources Tool Kit: Informative, R12–R17</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons> Informative/Explanatory Writing-Middle School</p>
<p>8.3.W.3 Argument - Grade Level Focus: Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.</p>	<p>SE/TE: Whole-Class Performance Task: Write an Argument, 296–301; Write an Argument, 478–483; Writing to Sources: Argumentative Essay, 274; Critical Review, 462; Argumentative Essay, 476; Performance-Based Assessment Prep, 335, 531; Assessment: Argument, 336–337, 532–533; Writing to Compare, 294–295; Resources Tool Kit: Argument, R6–R11</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons> Argumentative Writing-Middle School</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.3.W.4 Argument - Grade Level Focus: Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.	<p>SE/TE: Whole-Class Performance Task: Write an Argument, 296–301; Write an Argument, 478–483; Writing to Sources: Argumentative Essay, 274; Critical Review, 462; Argumentative Essay, 476; Performance-Based Assessment Prep, 335, 531; Assessment: Argument, 336–337, 532–533; Writing to Compare, 294–295; Resources Tool Kit: Argument, R6–R11</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Writing and Research>Interactive Writing Lessons>Argumentative Writing-Middle School</p>
8.4 Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
8.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<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, 384, 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, 520; Technical Vocabulary, 488, 491</p> <p>TE only: 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>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.</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	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, 62, 505; Base Words, 66
8.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	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; Multiple-Meaning Words, 491 TE only: 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
8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	SE/TE: Word Choice, 311; Connotation and Denotation, 494; Analyze Craft and Structure, 51, 227, 517; Word Study, 505; Multiple-Meaning Words, 422, 491 TE only: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502; Multiple-Meaning Words, 16, 99, 423, 472
8.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	SE/TE: Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 154, 408, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 494; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510; Concept Vocabulary, 218, 222, 284 TE only: Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
8.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	SE/TE: Performance-Task Writing: Academic Vocabulary, 34, 202, 296, 390, 478; Drafting, 36, 204, 298, 392, 480; Academic Vocabulary, 5, 91, 257, 343, 416, 441;
8.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	SE/TE: Drafting, 36, 204, 298, 392, 480; Description, 321; Precise Language, 38
8.5 Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
8.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
8.5.R.1 Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses.	SE/TE: Language Development: Conventions: Revising to Combine Sentences Using Gerunds and Participles, 481; Editing and Proofreading, 483; Participial & Infinitive Phrases, 424 Digital Resources <i>myPerspectives Plus ELA</i> > Conventions>Interactive Grammar Practice Lessons>Phrases: Gerunds and Gerund; Infinitives and Infinitive; Participle and Participial
8.5.R.2 Students will recognize the use of active and passive voice.	SE/TE: Conventions: Verbs in Active and Passive Voice, 25; Language Development - Conventions: Subject-Verb Agreement, 393 Digital Resources <i>myPerspectives Plus ELA</i> > Conventions>Interactive Grammar Practice Lessons> Verbs: Active Voice and Passive Voice
8.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	SE/TE: Conventions: Principal Parts of Verbs, 155; Simple Tenses of Verbs, 191 Digital Resources <i>myPerspectives Plus ELA</i> > Conventions> Interactive Grammar Practice Lessons>Verbs: Unnecessary Shifts in Tense, Voice, or Mood

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	<p>SE/TE: Subject-Verb Agreement, 393; Editing and Proofreading, 395</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Conventions>Interactive Grammar Practice Lessons>Agreement: Subject-Verb</p>
8.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
8.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	<p>SE/TE: Conventions and Semicolons, 493; Dashes and Ellipses, 518; Grammar Handbook, R63–R64</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Conventions>Interactive Grammar Practice Lessons>Phrases: Gerunds and Gerund; Infinitives and Infinitive; Participle and Participial</p>
8.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	<p>SE/TE: Sentence Structure, 393; Grammar Handbook, R58–R59</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Conventions> Interactive Grammar Practice Lessons- Sentences</p>
8.5.W.3 Students will use verbals (e.g., gerunds, participles, infinitives) in writing.	<p>SE/TE: Language Development: Conventions: Revising to Combine Sentences Using Gerunds and Participles, 481; Editing and Proofreading, 483; Participial & Infinitive Phrases, 424</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Conventions>Interactive Grammar Practice Lessons>Phrases: Gerunds and Gerund; Infinitives and Infinitive; Participle and Participial</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.5.W.4 Students will form and use verbs in the active and passive voice.	<p>SE/TE: Conventions: Verbs in Active and Passive Voice, 25; Language Development - Conventions: Subject-Verb Agreement, 393</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Conventions>Interactive Grammar Practice Lessons>Verbs: Active Voice and Passive Voice</p>
8.5.W.5 Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<p>SE/TE: Conventions, Verb Moods, 52, 74; Word Choice, 64</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Conventions>Interactive Grammar Practice Lessons>Verbs: Mood and Conditional Mood; Subjunctive Mood and Conditional Mood</p>
8.6 Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
8.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
8.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	<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; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Research Lessons>Research Writing-Middle School</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	<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; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Research Lessons>Research Writing-Middle School</p>
8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	<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; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p>
8.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
8.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	<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; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Research Lessons>Research Writing-Middle School Interactive Research Lessons> Integrating Quotations, Citations, and Images-Middle School Interactive Research Lessons>Sources and Evidence-Middle School</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 8</p>
<p>8.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.</p>	<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 only: 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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Research Lessons>Research Writing-Middle School Interactive Research Lessons> Integrating Quotations, Citations, and Images-Middle School Interactive Research Lessons>Sources and Evidence-Middle School</p>
<p>8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	<p>SE/TE: Research, 75; Prewriting/Planning, 203; Research: Works Cited List or Bibliography, 241; Research, 313; Gather Evidence, 411; Prewriting/Planning, 479; Research Handbook, R30–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Research Lessons>Research Writing-Middle School Interactive Research Lessons> Integrating Quotations, Citations, and Images-Middle School Interactive Research Lessons>Sources and Evidence-Middle School</p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.6.W.4 Students will summarize and present information in a report.	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
8.7 Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
8.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
8.7.R.1 Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.	SE/TE: Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Performance Task: Deliver Multimedia Presentation, 242-243, 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, 523; Informative Presentation, 477 In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, the Working as a Team feature, and Group Discussion Tips.
8.7.R.2 Students will analyze the impact of selected media and formats on meaning.	SE/TE: Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Writing to Compare, 32-33, 388-389
8.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
8.7.W.1 Students will select, organize, or create multimodal content that encompasses different points of view.	SE/TE: Performance Task: Deliver Multimedia Presentation, 242-243, 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, 523; Informative Presentation, 477

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.7.W.2 Students will utilize multimedia to clarify information and emphasize salient points.	SE/TE: Performance Task: Deliver Multimedia Presentation, 242–243, 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, 523; Informative Presentation, 477
8.8 Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
8.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Independent Learning: First-Read Guide, 80, 246, 332, 430; Close-Read Guide, 81, 247, 333, 431</p> <p>Also see: You Are the Electric Boogaloo/Just Be Yourself, 44; Barrington Irving, Pilot and Educator, 264; Three Cheers for the Nanny State, 276; Soda Ban? What About Personal Choice?, 286; Words Do Not Pay, 306; from Blue Nines and Red Words, 400; The Theory of Multiple Intelligences Infographic, 412; To Fly, 464; Nikola Tesla: The Greatest Inventor of All?, 488</p> <p>Literary fiction selections include the following: The Medicine Bag, 12; Hanging Fire/Translating Grandfather’s House, 54; The Setting Sun and the Rolling World, 66; The Diary of Anne Frank, Act I, 100; The Diary of Anne Frank, Act II, 156; from Follow the Rabbit-Proof Fence, 314; Flowers for Algernon, 350; Retort/The People, Yes, 416; Uncle Marcos, 448; from The Invention of Everything Else, 494; 25 Years Later, Hubble Sees Beyond a Troubled Start, 510</p> <p>Digital Resources: <i>myPerspectives ELA National Grade 7>Student Edition>Units 1-5 Independent Learning</i></p>

**A Correlation of myPerspectives, Grade 8 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 8
8.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Overview: Independent Learning, 78–79, 244–245, 330–331, 428–429, 526–527; Independent Learning, 80–83, 246–248, 332–334, 430–432, 528–530</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T37–T45; Independent Learning, 80A–80E, 246A–246F, 332A–332C, 430A–430D, 528A–528E</p>
8.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	<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 Argument, 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84–85, 250–251, 336–337, 434–435, 532–533</p> <p>In addition, students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program.</p>
8.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and analyze different perspectives.	<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 Argument, 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84–85, 250–251, 336–337, 434–435, 532–533</p>