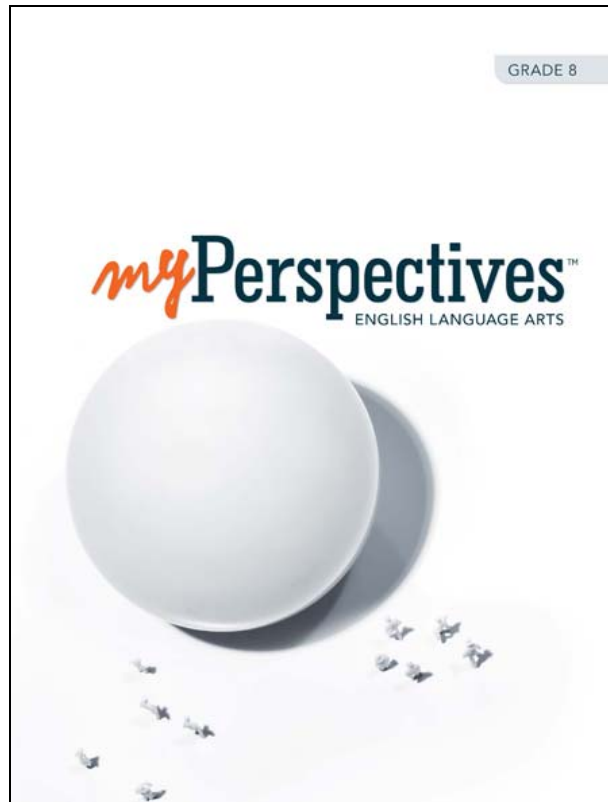


## A Correlation of



**Grade 8, © 2017**

To the

**Pennsylvania Core Standards  
English Language Arts  
Grade 8**

# A Correlation of myPerspectives ©2017, Grade 8 to the Pennsylvania Core Standards English Language Arts

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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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Pennsylvania Core Standards English Language Arts Grade 8	myPerspectives, ©2017 Grade 8
<b>Grade 8</b>	
<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>	
Key Ideas and Details - Main Idea	
<b>CC.1.2.8.A</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  E08.B-K.1.1.2	<b>SE/TE:</b> Analyze Craft and Structure: Main Idea and Supporting Details, 219; Determine Main Idea and Supporting Details, 291; Practice, 283; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286 <b>TE only:</b> Informational Model, 344
Key Ideas and Details - Text Analysis	
<b>CC.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1	<b>SE/TE:</b> Cite Textual Evidence, 50, 62, 218, 226, 227, 270, 271, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 520 <b>TE only:</b> Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 489, 511, 514, 521
<b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events.  E08.B-K.1.1.3	<b>SE/TE:</b> Analyze Craft and Structure: Recognize Text Structure, 270; Analyze Informational Texts: Memoir and Reflective Writing, 409; Present an Informative Multimedia Presentation, 426–427; First Read: Nonfiction, 464; Analyze Text Structure: Biographical Writing, 492 <b>TE only:</b> Analyze Analogy, 279
Craft and Structure - Point of View	
<b>CC.1.2.8.D</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  E08.B-C.2.1.1	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Summarize, 291; Determine Author’s Perspective, 283; Determine Author’s Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294

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Craft and Structure - Text Structure	
<p><b>CC.1.2.8.E</b> Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>E08.B-C.2.1.2</p>	<p><b>SE/TE:</b> Author’s Style: Parallelism, 317; Analyze Text Structure: Expository Writing, 473; Present and Discuss, 226, 310, 491 <b>TE only:</b> Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.2.8.F</b> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3</p>	<p><b>SE/TE:</b> Connotation and Denotation, 494; Tone, 51; Word Choice, 220; Persuasive Techniques, 311; Analyze Text Structure: Expository Writing, 473; 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, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491 <b>TE only:</b> Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p>
Integration of Knowledge and Ideas - Diverse Media	
<p><b>CC.1.2.8.G</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>SE/TE:</b> Frank Family and World War II Timelines: 194–198; Prepare to Compare, 200; Writing to Compare, 33, 201; Analyze the Media, 240</p>
Integration of Knowledge and Ideas - Evaluating Arguments	
<p><b>CC.1.2.8.H</b> Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>E08.B-C.3.1.1</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, 283; Comparing Contrasting Viewpoints, 294; Writing to Compare, 294; Persuasive Techniques, 311; Writing to Sources: Argumentative Essay, 476 <b>TE only:</b> Launch Text: Argument Model, 258, 442</p>

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Integration of Knowledge and Ideas - Analysis Across Texts	
<p><b>CC.1.2.8.I</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>E08.B-C.3.1.2</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Conflicting Arguments, 291; Prepare to Compare, 294; Writing to Compare, 295</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.2.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2</p>	<p><b>SE/TE:</b> 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, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491; Word Network, 7, 93, 259, 345, 443; <b>TE only:</b> Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p>
<p><b>CC.1.2.8.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.B-V.4.1.1</p>	<p><b>SE/TE:</b> 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, 510, 516; Word Study: Multiple-Meaning Words, 24, 62, 422, 491</p>

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Range of Reading	
<p><b>CC.1.2.8.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527</p> <p><u>Literary nonfiction and informational text selections include the following:</u> 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><b>1.3 Reading Literature</b> <b>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>	
Key Ideas and Details - Theme	
<p><b>CC.1.3.8.A</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>E08.A-K.1.1.2</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Theme, 73; Determining Theme, 381; Small-Group Performance Task: Present an Informative Multimedia Presentation, 426–427; Reflect, 248; Critical Review, 462; Notebook, 71 <b>TE only:</b> Author’s Perspective, 24, 42; Analyze Setting, 67; Small-Group Reading, 68, 316, 495; Analyze Dialogue, 124; Challenge, 421; Writing a Summary, 430</p>

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Key Ideas and Details - Text Analysis	
<p><b>CC.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1</p>	<p><b>SE/TE:</b> 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 <b>TE only:</b> 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>
Key Ideas and Details - Literary Elements	
<p><b>CC.1.3.8.C</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Dialogue, 153; Character’s Motivation, 189; First Read Fiction, 449; Notebook, 71 <b>TE only:</b> Analyze Dialogue, 124; Analyze Setting, 67; Small-Group Reading, 68; Personalize for Learning, 74; Plot, 125; Writing a Summary, 430</p>
Craft and Structure - Point of View	
<p><b>CC.1.3.8.D</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  E08.A-C.2.1.1</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Point of View, 381 <b>TE only:</b> Analyze Perspective, 351</p>
Craft and Structure - Text Structure	
<p><b>CC.1.3.8.E</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  E08.A-C.2.1.2</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Forms of Poetry, 63; Prepare to Compare, 508</p>



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Craft and Structure - Vocabulary	
<p><b>CC.1.3.8.F</b> Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p><b>SE/TE:</b> Symbolism, 23; Descriptive Writing, 321; Determine Figurative Meaning: Sound Devices, 423; Determine Figurative Meaning: Sound Devices, 423; Analyze Word Choice: Figurative Language, 506; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505</p> <p><b>TE only:</b> Figurative Language, 69, 167, 385</p>
Integration of Knowledge and Ideas - Sources of Information	
<p><b>CC.1.3.8.G</b> Analyze 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 directors or actors.</p>	<p><b>SE/TE:</b> Writing to Sources: Drama Review, 192; from Flowers for Algernon: Analyze the Media, 387; Prepare to Compare, 388; Writing to Compare, 389</p>
Integration of Knowledge and Ideas	
<p><b>CC.1.3.8.H</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>E08.A-C.3.1.1</p>	<p><b>SE/TE:</b> Flowers for Algernon: 381; Uncle Marcos: 449</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.3.8.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.A-V.4.1.1</p>	<p><b>SE/TE:</b> Word Study: Multiple-Meaning Words, 24, 62, 422, 491; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505</p>
<p><b>CC.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p><b>SE/TE:</b> Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505; Determine Figurative Meaning: Sound Devices, 423</p> <p><b>TE only:</b> Figurative Language, 69, 167, 385</p>

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Range of Reading	
<p><b>CC.1.3.8.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Fiction, 12, 54, 66, 100, 156, 350, 416, 448, 494; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527</p> <p><u>Literary fiction selections include the following:</u> 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/Unsuspecting, 416; Uncle Marcos, 448; from The Invention of Everything Else, 494; 25 Years Later, Hubble Sees Beyond a Troubled Start, 510</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: The House on Mango Street, The Boy in the Striped Pajamas, Ender’s Game, The Time Machine)</p>
<p><b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	
Informative/ Explanatory	
<p><b>CC.1.4.8.A</b> <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</b></p>	<p><b>SE/TE:</b> 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, 74; Research Report, 313; Brief Informational Report, 411; Writing to Sources: Informative Journal, 221; Resources Tool Kit: Informative, R12–R17</p>

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Informative/Explanatory - Focus	
<p><b>CC.1.4.8.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>E08.C.1.2.1 E08.E.1.1.1</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203; Drafting, 204, 392; Revising, 206; Writing to Compare: Essay, 201; Research: Informational Report, 74; Research Report, 313</p>
Informative/Explanatory - Content	
<p><b>CC.1.4.8.C</b> Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>E08.C.1.2.2 E08.E.1.1.2</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391; Drafting, 204; Revising, 206; Research: Informational Report, 74; Research Report, 313; Brief Informational Report, 411; Writing to Compare: Essay About The Time Period, 201; Comparison-and-Contrast Essay, 389; Writing to Sources: Drama Review, 192</p>
Informative/Explanatory - Organization	
<p><b>CC.1.4.8.D</b> Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising Sentences by Combining with Conjunctions, 205; Elements of an Explanatory Essay, 202; Writing to Compare: Comparison-and-contrast essay, 389; Prewriting/Planning, 203, 391; Drafting, 204, 392; Research: Informational Report, 74</p>

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Informative/Explanatory - Style	
<p><b>CC.1.4.8.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising, 394; Research: Informational Report, 74; Brief Informational Report, 411</p>
Informative/Explanatory - Conventions of Language	
<p><b>CC.1.4.8.F</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 207, 395; 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; Handbook R54–R62</p>

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Opinion/Argumentative	
<b>CC.1.4.8.G</b> <b>Write arguments to support claims.</b>	<b>SE/TE:</b> Whole-Class Performance Task: Write an Argument, 296–300; Write an Argument, 478–482; Writing to Sources: Drama Review, 192; Support an Argument, 274; Critical Review, 462; Argumentative Essay, 476; Writing to Compare: Argument, 295; Argumentative Essay, 509; Assessment: Argument, 336, 530; Resources Tool Kit: Argument, R6–R11
Opinion/Argumentative - Focus	
<b>CC.1.4.8.H</b> Introduce and state an opinion on a topic.  E08.C.1.1.1 E08.E.1.1.1	<b>SE/TE:</b> Whole-Class Performance Task: Write an Argument, 296–301; Write an Argument, 478–483; Writing to Sources: Drama Review, 192; Support an Argument, 274; Critical Review, 462; Argumentative Essay, 476; Writing to Compare: Argument, 295; Argumentative Essay, 509; Assessment: Argument, 336, 530; Resources Tool Kit: Argument, R6–R11
Opinion/Argumentative - Content	
<b>CC.1.4.8.I</b> Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.  E08.C.1.1.2 E08.E.1.1.2	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297; Evaluating Your Draft, 300, 482; Drafting, 300, 480; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509

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Opinion/Argumentative - Organization	
<p><b>CC.1.4.8.J</b> Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297, 479; Drafting, 300, 480; Writing to Sources: Support an Argument, 274; Critical Review, 462; Writing to Compare: Argument, 295; Writing to Sources: Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509</p>
Opinion/Argumentative - Style	
<p><b>CC.1.4.8.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Drafting, 300; Use Language to Make Connections, 482 Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509; Sentences, 52, 293, 481</p>

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Opinion/Argumentative - Conventions of Language	
<p><b>CC.1.4.8.L</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 301, 483; 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; Handbook R54–R62</p>
Narrative	
<p><b>CC.1.4.8.M</b> <b>Write narratives to develop real or imagined experiences or events.</b></p>	<p><b>SE/TE:</b> 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 <b>TE only:</b> Write a Poem, 421</p>
Narrative Focus	
<p><b>CC.1.4.8.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E08.C.1.3.1</p>	<p><b>SE/TE:</b> Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Prewriting, 35; Evaluating Your Draft, 38; Journal Entry, 323</p>

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Narrative Content	
<p><b>CC.1.4.8.O</b> Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E08.C1.3.2 E08.C1.3.4</p>	<p><b>SE/TE:</b> Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Organize a Sequence of Events, 36; First Draft, 36; Evaluating Your Draft, 38; Journal Entry, 323</p>
Narrative Organization	
<p><b>CC.1.4.8.P</b> Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5</p>	<p><b>SE/TE:</b> Elements of a Nonfiction Narrative, 34; Language Development: Create Cohesion: Transitions, 37; Writing to Sources: Retelling, 26; Precise Language, 38; Drafting, 36; Revising, 38</p>
Narrative Style	
<p><b>CC.1.4.8.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language.</li> </ul> <p>E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Nonfiction Narrative, 34–38; Verbs in Active and Passive Voice, 25; Whole-Class Performance Task: Subject-Verb Agreement, 393; Verbs: Mood, 52, 64, 74; Grammar Handbook, R57; also see: Language Development: Conventions, 393; Sentences, 52, 293, 481</p>



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Narrative Conventions of Language	
<p><b>CC.1.4.8.R</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 39; 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; Handbook R54–R62</p>
Response to Literature	
<p><b>CC.1.4.8.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Gathering Evidence: Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Writing to Compare, 33, 201, 295, 389, 509; Research, 313; Practice, 291; Writing to Sources: Support an Argument, 274</p>
Production and Distribution of Writing - Writing Process	
<p><b>CC.1.4.8.T</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>SE/TE:</b> 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>

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Technology and Publication	
<p><b>CC.1.4.8.U</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><b>SE/TE:</b> Writing to Sources: Video Review, 33; Multimedia Presentation, 241; Give Evidence with Media Examples, 76, 242; Publishing and Presenting, 301; Speaking and Listening: Multimedia Presentation, 425; Performance Task: Present an Informative Multimedia Presentation, 426–427 <b>TE only:</b> Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan With Your Group, 242</p>
Conducting Research	
<p><b>CC.1.4.8.V</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; 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, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 <b>TE only:</b> 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>
Credibility, Reliability, and Validity of Sources	
<p><b>CC.1.4.8.W</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; 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, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 <b>TE only:</b> 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>

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Range of Writing	
<p><b>CC.1.4.8.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> 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, 33, 201, 295, 389, 509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532</p>
<p><b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>	
Comprehension and Collaboration - Collaborative Discussion	
<p><b>CC.1.5.8.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SE/TE:</b> Class Discussion, 463, 477; Debate, 32, 444, 519, 522, 523; Group Discussion, 65, 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>
Comprehension and Collaboration - Critical Listening	
<p><b>CC.1.5.8.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>SE/TE:</b> Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 525; Evaluate Discussion Participation, 477; Debate, 32, 519</p>
Comprehension and Collaboration Evaluating Information	
<p><b>CC.1.5.8.C</b> Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>SE/TE:</b> Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Prepare to Compare, : Speaking and Listening, 32; Small-Group Performance Task: 328</p>

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Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p><b>CC.1.5.8.D</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>	<p><b>SE/TE:</b> 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>
Presentation of Knowledge and Ideas - Context	
<p><b>CC.1.5.8.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>SE/TE:</b> 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>
Integration of Knowledge and Ideas - Multimedia	
<p><b>CC.1.5.8.F</b> Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	<p><b>SE/TE:</b> Performance Task: Present an Informative Multimedia Presentation, 426–427; Small-Group 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</p>

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Conventions of Standard English	
<p><b>CC.1.5.8.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p><b>SE/TE:</b> 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; also see: Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518</p>