

A Correlation of



Grade 8

To the

**Kansas Evidence-Based
Reading Instruction Guidelines
Structured Literacy Checklist**

A Correlation of *myPerspectives*, Grade 8 to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

Introduction

This document demonstrates how *myPerspectives*™ **English Language Arts** meets the skills of the **Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist**. 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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|---|--|
| Phonological Awareness | |
| Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Syllable segmentation and blending | For supporting content please see: SE/TE: Word Study, 50, 72, 154, 190, 218, 226, 272, 284, 310, 320, 382, 408, 460, 474, 516 TE Only: Vocabulary Development, 135, 182, 454 How Language Works, 464 Personalize for Learning, 466 |
| Phonemic awareness including segmentation, blending, and manipulation. | |
| <ul style="list-style-type: none"> Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Blending (i.e., blending sounds to form words) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Segmentation (i.e. breaking words into individual phonemes) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Sound-Symbol Association | |
| Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery. | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Blending sounds and letters into words to mastery. | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Segmenting whole words into individual sounds to mastery. | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |

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|---|---|
| <p>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</p> | <p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p> |
| <p>Syllable Instruction</p> | |
| <p>Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable</p> | <p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p> |
| <p>Syllable division rules</p> | <p>For supporting content please see: SE/TE: Word Study, 50, 72, 154, 190, 218, 226, 272, 284, 310, 320, 382, 408, 460, 474, 516 TE Only: Vocabulary Development, 135, 182, 454 How Language Works, 464 Personalize for Learning, 466</p> |
| <p>Orthography</p> | |
| <p>Focus on spelling patterns, rules, and word meanings including parts of speech and word origin</p> | <p>SE/TE: Word Study, 24, 62, 422, 491, 505 Concept Vocabulary, 222, 314, 510 Editing and Proofreading: Proofread for Accuracy, 301 Conventions, 322, 507 TE Only: How Language Works, 122, 318 Vocabulary Development, 513 Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Frequently Misspelled Words</p> |
| <p>Explicit instruction in letter formation</p> | <p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p> |

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| <p>Morphology</p> | |
| <p>Study of base words, roots, prefixes and suffixes</p> | <p>SE/TE: Word Study, 50, 72, 154, 190, 218, 226, 272, 284, 310, 320, 382, 408, 460, 474, 516</p> <p>TE Only: Vocabulary Development, 135, 182, 454 How Language Works, 464 Personalize for Learning, 466</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 8 General Academic Vocabulary</p> |
| <p>Study of endings (inflectional and derivational)</p> | <p>SE/TE: Word Study, 50, 154, 190, 272, 320, 408, 460 Conventions, 507</p> <p>TE Only: How Language Works, 501</p> <p>Digital Resources: <i>myPerspectives Grade 8>Unit Resources>Unit 1: Rites of Passage>You Are the Electric Boogaloo/Just Be Yourself!>Word Study: Latin Suffix -ous (RP)</i></p> |
| <p>Grammar/Syntax</p> | |
| <p>Focus on grammar and sentence variations</p> | <p>SE/TE: Conventions, 285, 293, 383, 424 Language Development: Conventions, 299, 393, 481</p> <p>TE Only: How Language Works, 300, 455</p> <p>Digital Resources: myPerspectives Plus>Conventions>Grammar Tutorials>Direct and Indirect Objects Grammar Tutorial</p> |

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| <p>Study of mechanics of language and function of word order to convey meaning</p> | <p>SE/TE: Conventions, 475, 493, 518</p> <p>TE Only: How Language Works, 512</p> <p>Digital Resources: myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Punctuation: Colons and Semicolons</p> |
| <p>Vocabulary</p> | |
| <p>Words taught explicitly in multiple settings</p> | <p>This objective is addressed throughout. See, for example:</p> <p>SE/TE: Vocabulary, 7, 93, 259, 345, 443 Concept Vocabulary, 12, 44, 100, 190, 387, 448, 510 Media Vocabulary, 28, 31, 194, 199, 230, 240, 412, 520 Archaic Vocabulary, 416, 422</p> <p>Digital Resources: <i>myPerspectives Grade 8>Unit Resources>Unit 5: Invention>To Fly>Concept Vocabulary and Word Study</i> myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 8 Domain-Specific Academic Vocabulary</p> |
| <p>Synonyms, antonyms, and multiple meanings integrated into classroom discussion</p> | <p>SE/TE: Concept Vocabulary, 24, 154, 222, 284, 314 Word Study, 422, 491</p> <p>TE Only: Personalize for Learning, 99, 423, 472 Vocabulary Development, 419</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Multiple Meaning Words</p> |
| <p>Essential features with visual representations for concepts identified during discussion</p> | <p>TE Only: Personalize for Learning, 413</p> |

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|---|--|
| <p>Fluency</p> | |
| <p>Attention to accuracy, rate, and prosody</p> | <p>SE/TE: Speaking and Listening: Prepare Your Delivery, 27, 477 Rehearse With Your Group: Brush Up on Your Presentation Techniques, 77, 243, 427 Speaking and Listening: Rehearse, 192 Speaking and Listening: Prepare Your Presentation, 275</p> |
| <p>Use of normative data to ensure adequate progress</p> | <p>For supporting content please see: TE Only: Speaking and Listening: Prepare Your Delivery, 27 Speaking and Listening: Prepare Your Presentation, 275 Rehearse With Your Group: Brush Up on Your Presentation Techniques, 427</p> |
| <p>Reading Comprehension</p> | |
| <p>Process of deriving meaning and establishing a coherent mental model of the text's content</p> | <p>This objective is addressed throughout. See, for example: SE/TE: Analyze the Text, 22, 50, 226, 282, 408, 472, 516 Analyze Craft and Structure, 63, 381, 473 Analyze the Media, 199, 240, 414, 522 Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Visualizing</p> |
| <p>Attention to integration of ideas within text and between texts</p> | <p>SE/TE: Writing to Compare, 32-33, 200-201, 294-295, 388-389, 508-509 Comparing Texts, 286, 384, 494 Digital Resources: myPerspectives Grade 8>Unit Resources>Unit 3: What Matters>Ban the Ban!/Soda's a Problem>Writing to Compare: Argumentative Essay</p> |

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|---|--|
| <p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p> | <p>SE/TE: Analyze Craft and Structure, 153, 219, 381, 473, 492</p> <p>TE Only: Analyze Plot Development, 127 Analyze Structure, 132 Infer Key Ideas, 138 Analyze Main Ideas, 215 Examine Supporting Details, 405</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Text Structure: Chronological Order</p> |
| <p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p> | <p>SE/TE: Analyze Craft and Structure, 23, 153, 423, 506, 517 Author's Style, 220 Archaic Vocabulary, 416, 422 Word Study, 491</p> <p>TE Only: How Language Works, 20 Personalize for Learning, 48, 56, 139, 167, 280 Analyze Figurative Language, 69, 514</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language</p> |
| <p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p> | <p>For supporting content please see: TE Only: Analyze Plot Development, 127 Analyze Structure, 132</p> |
| <p>Use of graphic organizers</p> | <p>This objective is addressed throughout. See, for example: SE/TE: Analyze Craft and Structure, 23, 153, 219, 283, 321, 409, 492, 517</p> <p>Digital Resources: myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Three-column Chart</p> |

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|--|--|
| Delivery of Instruction | |
| Explicit instruction in a gradual release model | SE/TE: Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 89, 255, 341, 439 TE Only: Student-Centered Learning, T16-T17 |
| Sequence of instruction is systematic and cumulative | TE Only: Pacing Guide: Unit Supplement, T36-T45 Pacing Plan, 2-3, 10-11, 40-41, 78-79, 88-89, 96-97, 208-209, 244-245, 254-255, 262-263, 302-303, 340-341, 348-349, 396-397, 428-429, 438-439, 446-447, 526-527 |

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