A Correlation of

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 Guidelines, 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.
### Phonological Awareness

<table>
<thead>
<tr>
<th>Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</th>
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<tbody>
<tr>
<td>Segmenting sentences into words (i.e., &quot;The cat ran fast.&quot; This sentence has 4 words.)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
</tr>
</tbody>
</table>

### 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.

- **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.

- **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.

- **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.

- **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.

- **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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| **Syllable Instruction**  
Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| **Syllable division rules** | 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 |
| **Orthography**  
Focus on spelling patterns, rules, and word meanings including parts of speech and word origin | 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 |
| **Explicit instruction in letter formation** | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |

SE = Student Edition  
TE = Teacher Edition
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| **Morphology** | **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  
**Digital Resources:**  
myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 8 General Academic Vocabulary |
| Study of base words, roots, prefixes and suffixes | **SE/TE:**  
Word Study, 50, 154, 190, 272, 320, 408, 460  
Conventions, 507  
**TE Only:**  
How Language Works, 501  
**Digital Resources:**  
myPerspectives Grade 8>Unit Resources>Unit 1: Rites of Passage>You Are the Electric Boogaloo/Just Be Yourself!>Word Study: Latin Suffix -ous (RP) |
| Study of endings (inflectional and derivational) | **SE/TE:**  
Word Study, 50, 154, 190, 272, 320, 408, 460  
Conventions, 507  
**TE Only:**  
How Language Works, 501  
**Digital Resources:**  
myPerspectives Grade 8>Unit Resources>Unit 1: Rites of Passage> 
| **Grammar/Syntax** | **SE/TE:**  
Conventions, 285, 293, 383, 424  
Language Development: Conventions, 299, 393, 481  
**TE Only:**  
How Language Works, 300, 455  
**Digital Resources:**  
myPerspectives Plus>Conventions>Grammar Tutorials>Direct and Indirect Objects Grammar Tutorial |
<p>| Focus on grammar and sentence variations |</p>
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| Study of mechanics of language and function of word order to convey meaning | SE/TE: Conventions, 475, 493, 518  
**TE Only:**  
How Language Works, 512  
**Digital Resources:**  
myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Punctuation: Colons and Semicolons |
| Vocabulary | This objective is addressed throughout. See, for example:  
**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  
**Digital Resources:**  
myPerspectives Grade 8>Unit Resources>Unit 5: Invention>To Fly>Concept Vocabulary and Word Study  
myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 8 Domain-Specific Academic Vocabulary |
| Synonyms, antonyms, and multiple meanings integrated into classroom discussion | SE/TE:  
Concept Vocabulary, 24, 154, 222, 284, 314  
Word Study, 422, 491  
**TE Only:**  
Personalize for Learning, 99, 423, 472  
Vocabulary Development, 419  
**Digital Resources:**  
myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Multiple Meaning Words |
| Essential features with visual representations for concepts identified during discussion | **TE Only:**  
Personalize for Learning, 413 |
A Correlation of myPerspectives, Grade 8 to the
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<tr>
<td><strong>Fluency</strong></td>
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<td>Attention to accuracy, rate, and prosody</td>
<td>SE/TE:</td>
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<td></td>
<td>Speaking and Listening: Prepare Your Delivery, 27, 477</td>
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<tr>
<td></td>
<td>Rehearse With Your Group: Brush Up on Your Presentation Techniques, 77, 243, 427</td>
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<td>Speaking and Listening: Rehearse, 192</td>
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<tr>
<td></td>
<td>Speaking and Listening: Prepare Your Presentation, 275</td>
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<tr>
<td>Use of normative data to ensure adequate progress</td>
<td>For supporting content please see:</td>
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<tr>
<td></td>
<td><strong>TE Only:</strong></td>
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<tr>
<td></td>
<td>Speaking and Listening: Prepare Your Delivery, 27</td>
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<td>Speaking and Listening: Prepare Your Presentation, 275</td>
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<tr>
<td></td>
<td>Rehearse With Your Group: Brush Up on Your Presentation Techniques, 427</td>
</tr>
<tr>
<td><strong>Reading Comprehension</strong></td>
<td></td>
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<tr>
<td>Process of deriving meaning and establishing a coherent mental model of the text's content</td>
<td>This objective is addressed throughout. See, for example:</td>
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<tr>
<td></td>
<td><strong>SE/TE:</strong></td>
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<tr>
<td></td>
<td>Analyze the Text, 22, 50, 226, 282, 408, 472, 516</td>
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<tr>
<td></td>
<td>Analyze Craft and Structure, 63, 381, 473</td>
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<tr>
<td></td>
<td>Analyze the Media, 199, 240, 414, 522</td>
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<tr>
<td></td>
<td><strong>Digital Resources:</strong></td>
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<tr>
<td></td>
<td>myPerspectives Plus&gt;Reading Skills and Literary Analysis&gt;Visualizing</td>
</tr>
<tr>
<td>Attention to integration of ideas within text and between texts</td>
<td>SE/TE:</td>
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<tr>
<td></td>
<td>Writing to Compare, 32-33, 200-201, 294-295, 388-389, 508-509</td>
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<td></td>
<td>Comparing Texts, 286, 384, 494</td>
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<td><strong>Digital Resources:</strong></td>
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<td>myPerspectives Grade 8&gt;Unit Resources&gt;Unit 3: What Matters&gt;Ban the Ban!/Soda’s a Problem&gt;Writing to Compare: Argumentative Essay</td>
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| Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details) | SE/TE: Analyze Craft and Structure, 153, 219, 381, 473, 492  
TE Only:  
Analyze Plot Development, 127  
Analyze Structure, 132  
Infer Key Ideas, 138  
Analyze Main Ideas, 215  
Examine Supporting Details, 405  
Digital Resources:  
myPerspectives Plus>Reading Skills and Literary Analysis>Text Structure: Chronological Order |
| Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc) | SE/TE: Analyze Craft and Structure, 23, 153, 423, 506, 517  
Author’s Style, 220  
Archaic Vocabulary, 416, 422  
Word Study, 491  
TE Only:  
How Language Works, 20  
Personalize for Learning, 48, 56, 139, 167, 280  
Analyze Figurative Language, 69, 514  
Digital Resources:  
myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language |
| Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations | For supporting content please see:  
TE Only:  
Analyze Plot Development, 127  
Analyze Structure, 132 |
| Use of graphic organizers | This objective is addressed throughout. See, for example:  
SE/TE:  
Analyze Craft and Structure, 23, 153, 219, 283, 321, 409, 492, 517  
Digital Resources:  
myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Three-column Chart |
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<td><strong>Delivery of Instruction</strong></td>
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<tr>
<td>Explicit instruction in a gradual release model</td>
<td><strong>SE/TE:</strong> Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 89, 255, 341, 439</td>
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<td></td>
<td><strong>TE Only:</strong> Student-Centered Learning, T16-T17</td>
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