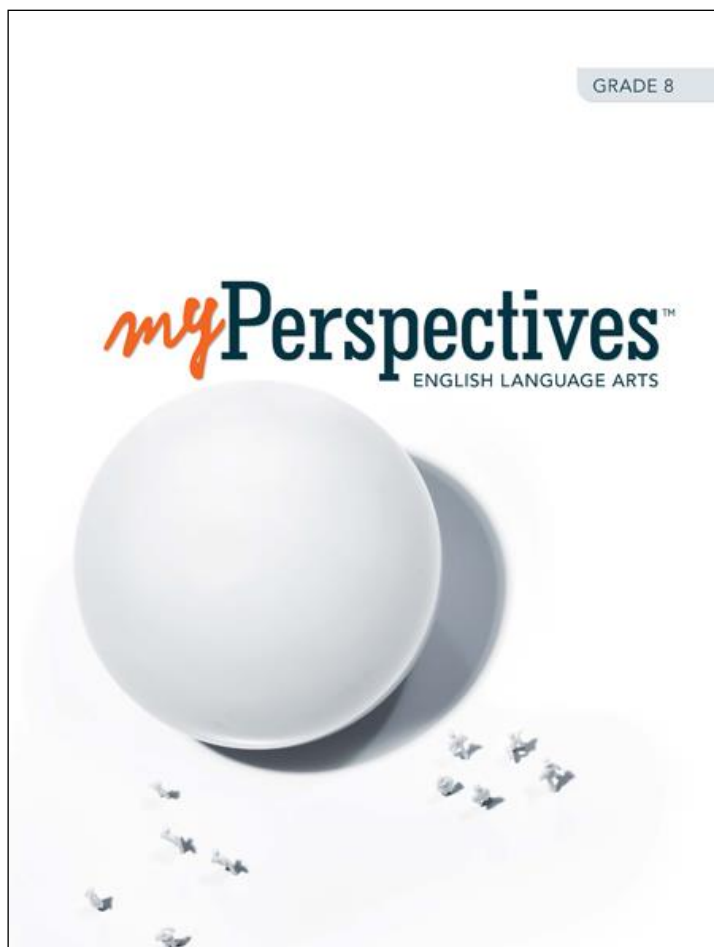


A Correlation of



Grade 8, ©2022

To the

**Minnesota
English Language Arts Standards
2020**

A Correlation of myPerspectives English Language Arts ©2022, Grade 8 to the Minnesota English Language Arts Standards 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts, ©2022* meets the objectives of **Minnesota English Language Arts Standards, 2020**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

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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Minnesota English Language Arts Standards 2020, Grade 8	myPerspectives English Language Arts Grade 8, @2022
R: Reading	
8.1.R2: Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	
8.1.2.1: Read independently and self-monitor understanding of grade-level text and independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.	This standard is addressed throughout <i>myPerspectives Grade 8</i> . See the following pages: SE/TE: Close Read, 20, 108, 179, 267, 451, 466 Closer Look, 13, 49, 57, 163, 173, 265, 315, 351, 402, 469, 497 Concept Vocabulary, 47, 214, 308 Independent Learning, 78–81, 244–247, 332–333, 430–431, 528–529 Research to Clarify, 217, 239, 289, 309, 407, 457, 515
8.1.2.2: Select, read, and comprehend texts that address academic tasks, proficiently at grade 8 text complexity.	This standard is addressed throughout <i>myPerspectives Grade 8</i> . See the following pages: SE/TE: Close Read, 20, 108, 179, 267, 451, 466 Closer Look, 13, 49, 57, 163, 173, 265, 315, 351, 402, 469, 497 Concept Vocabulary, 47, 214, 308 Independent Learning, 78–81, 244–247, 332–333, 430–431, 528–529 Research to Clarify, 217, 239, 289, 309, 407, 457, 515 Lesson Resources, 12B, 98B, 264B, 350B, 448B Unit Goals, 4, 90, 256, 342, 440
8.1.2.3: Locate, select, and read texts that address personal identity and intersectionality, utilizing various search methods.	SE/TE: The Medicine Bag, 13 The Diary of Anne Frank, Acts I and 2 from Follow the Rabbit-Proof Fence, 315 Flowers for Algernon, 351
8.1.R3: Read and comprehend independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	
8.1.3.1: Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. (Connects to mastery of skills in grade-level text in standard R2)	For supporting content please see: <i>The Medicine Bag</i> , 13 – 20

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8.1.R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	
8.1.4.1: Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text including analysis of what characters or individuals are saying in the text (dialogue and quotations), objectively summarize the text.	SE/TE: Analyze the Text, 22, 50, 62, 152, 188, 218, 226, 270, 271, 290, 310, 320, 380, 387, 408, 422, 472, 491, 505, 516 Analyze Craft and Structure, 23, 51, 153, 219, 227, 283, 291, 311, 321, 381, 409, 423, 458, 459, 473, 492, 506, 517 Performance-Based Assessment Prep, 83 Analyze the Media, 240, 414 Close Read, 278 Closer Look, 405 Evidence Log for What Matters, 261 Evidence Log for Human Intelligence, 347 Summary, 8, 94, 260, 346, 444
8.1.4.2: Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.	SE/TE: Analyze Craft and Structure, 73, 219, 291, 381 Infer Key Ideas, 138
8.1.4.3: Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.	SE/TE: Analyze Craft and Structure, 153 Analyze Dialogue, 119, 124, 129, 169, 315 Infer from Dialogue, 173 Infer Key Ideas, 138
8.1.4.4: Analyze how a text makes connections between individuals, events, or concepts, in informational text.	SE/TE: Analyze Craft and Structure, 189, 271, 473, 492 Author's Style, 312
8.1.R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
8.1.5.1: Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style. (e.g., poetry/short story, drama/poem).	SE/TE: Effective Expression, 508–509
8.1.5.2: Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution, and proposition/support) highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.	SE/TE: Analyze Craft and Structure, 271, 473, 492 Author's Style, 312 Closer Look, 223 Close Read, 280
8.1.5.3: Compare and contrast the ideas/information conveyed through illustrations, graphics, and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.	SE/TE: Media: Video, 28–29, 324–325, 384–385, 518–520 Frank Family and WWII Timelines, 195–197 Maus, 230–240 The Theory of Multiple Intelligences Infographic, 413

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8.1.R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	
8.1.6.1: Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.	SE/TE: Analyze Character, 13, 17 Analyze Craft and Structure, 73, 153, 189, 381 Close Read, 163, 351
8.1.6.2: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels including describing how the material is rendered new.	SE/TE: Uncle Marcos, 449–457
8.1.6.3: Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	For supporting content please see: Writing to Compare, 32 - 33
8.1.R7: Evaluate arguments and specific claims from complex informational texts.	
8.1.7.1: Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.	SE/TE: Analyze Craft and Structure, 283, 291, 294, 311 Close Read, 278
8.1.R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	
8.1.8.1: Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.	SE/TE: Analyze Craft and Structure, 51, 311, 321, 381, 517 Analyze the Media, 282 Author's Style, 64, 220
8.1.8.2: Analyze the impact of specific word choices on meaning and tone of a variety of academic, technical, and domain-specific words and phrases in informational text.	SE/TE: Analyze Craft and Structure, 51, 311, 321, 517 Analyze the Media, 282 Author's Style, 220
8.1.R9: Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	
8.1.9.1: Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives.	SE/TE: Research, 75, 297, 313 Tool Kit, R25, R26
8.1.9.2: Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources related to task and purpose. (e.g., purpose/motive of author or source)	SE/TE: Analyze Craft and Structure, 227, 274, 283 Review Evidence for an Explanatory Essay, 249 Analyze Author's Purpose, 265 Revising for Evidence and Elaboration, 300 Analyze Author's Style, 469 Review Evidence for an Argument, 531

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W: Writing	
8.2.W1: Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	
8.2.1.1: Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.	SE/TE: Editing and Proofreading, 39, 207, 301, 395, 483
8.2.1.2: Use nouns, verbs, adjectives, adverbs, and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, and building on skills from previous years.	SE/TE: Conventions, 52, 155, 191, 205, 228, 273, 285, 293, 299, 322, 393, 410, 424, 461, 475, 507
8.2.W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.	
8.2.2.1: Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.	SE/TE: QuickWrite, 9, 95, 261, 347, 445, 527 Writing Focus, 34–39, 202–207, 296–301, 390–395 478–483 Writing to Sources, 26, 192, 221, 323, 462, 476 Writing to Compare, 33, 201, 295, 389, 509
8.2.2.2: Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.	SE/TE: Writing to Compare, 33 Writing to Sources: Nonfiction Narrative, 84
8.2.W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	
8.2.3.1: Plan and draft multiple pieces, self-select pieces to take through the writing process and methods for revision, editing, and publishing.	SE/TE: Writing to Compare, 33, 295, 389, 509 Writing Focus, 34–39, 202–207, 296–301, 390–395 478–483
8.2.3.2: Use words, phrases, and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	SE/TE: Revising: Evaluating Your Draft, 38 Summary, 8, 94, 260, 346, 444
8.2.W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
8.2.4.1: Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years.	SE/TE: Prewriting/Planning, 297, 531 Performance-Based Assessment Prep, 335 Writing to Sources, 462 Writing to Sources: Argument, 336–337, 532–533
8.2.4.2: Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.	SE/TE: Write to Compare, 295 Write an Argument, 296–298, 300 WriteNow, 311

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8.2.W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	
8.2.5.1: Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly cited summary, paraphrase, and quotation, and utilizing organization strategies common in a variety of text structures, building on skills from previous years.	SE/TE: Write an Explanatory Essay, 202–206 Writing to Sources: Explanatory Essay, 250–251 Write an Informative Speech, 390–392, 394 Research, 411 Writing to Sources: Informative Essay, 434–435
8.2.5.1.a: Use precise, domain-specific vocabulary.	SE/TE: Concept Vocabulary, 272, 284, 292, 382, 474 Media Vocabulary, 31, 233, 240, 384
8.2.5.2: Write to respond to a literary text, demonstrating understanding of style, mood, and tone (e.g., writing personal reactions, analysis, and interpretation of text)	SE/TE: Close-Read Guide, 81, 247, 333, 431, 529 QuickWrite, 9, 95, 261, 347, 445 Performance-Based Assessment Prep, 83 Writing to Sources: Nonfiction Narrative, 84–85 Prepare to Compare, 388 Writing to Sources, 323 WriteNow, 65, 120, 185, 451
8.2.W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	
8.2.6.1: Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm, and rhyme to develop mood and tone in various literary forms.	SE/TE: Language Development, 52, 74
8.2.6.2: Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text.	SE/TE: Write a Nonfiction Narrative, 34–38 Writing to Sources: Nonfiction Narrative, 84–85
8.2.W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	
8.2.7.1: Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.	SE/TE: Research, 21, 151, 187, 217, 239, 269, 281, 289, 379
8.2.7.2: Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing. (e.g., sources of different formats and/or perspectives)	SE/TE: Research, 75, 241, 313, 411
8.2.W8: Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.	
8.2.8.1: Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.	SE/TE: Prewriting/Planning, 203, 479 Research, 313, 414, R31

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LSVEI: Listening, Speaking Viewing, and Exchanging Ideas	
8.3.LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	
8.3.1.1: Exchange ideas through storytelling, discussion, and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	SE/TE: Group Discussion, 65 Speaking and Listening: Oral Presentation, 86 Speaking and Listening: Group Discussion, 229, 327, 415, 463, 477 Speaking and Listening, 425, 519 Present a Nonfiction Narrative, 76–77 Present an Argument Skit, 328–329 Present an Informative Multimedia Presentation, 426–427 Conduct a Small Group Debate, 524–525
8.3.1.1.a: Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented.	SE/TE: Overview: Whole-Class Learning, 10–11, 96–97, 262–263, 348–349, 446–447 Speaking and Listening, 415, 463, 484, 519
8.3.1.1.b: Use tools to collaborate with others in both synchronously and asynchronously.	SE/TE: Working as a Team, 42, 304 Present an Explanatory Essay, 242–243 Conduct a Small Group Debate, 524–525 Overview: Small-Group Learning, 40, 302, 396
8.3.1.1.c: Work toward a shared goal	SE/TE: Present a Nonfiction Narrative, 76–77 Present an Argument Skit, 328–329 Present an Informative Multimedia Presentation, 425–427 Conduct a Small Group Debate, 524–525
8.3.1.2: Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.	SE/TE: Speaking and Listening, 221, 327, 415, 463, 477
8.3.1.3: Adapt speech, writing, or communications by utilizing constructive feedback from self and others.	SE/TE: Peer Review, 39, 207, 395, 483 Publishing and Presenting, 301
8.3.LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	
8.3.2.1: Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, and impact in communicating with others, considering audience and context.	SE/TE: Speaking and Listening: Oral Presentation, 252, 338, 436, 534 Speaking and Listening, 27, 53, 193, 275, 425, 519

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8.3.LSVEI 3: Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	
8.3.3.1: Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning, and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.	SE/TE: Plan With Your Group, 242, 328–329, 426 Speaking and Listening: Oral Presentation, 338 Rehearse with Your Group, 427 Research, 523
8.3.3.2: Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.	SE/TE: Author’s Perspective, 524 Present an Argument Skit, 328–329 Present an Informative Multimedia Presentation, 426–427

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