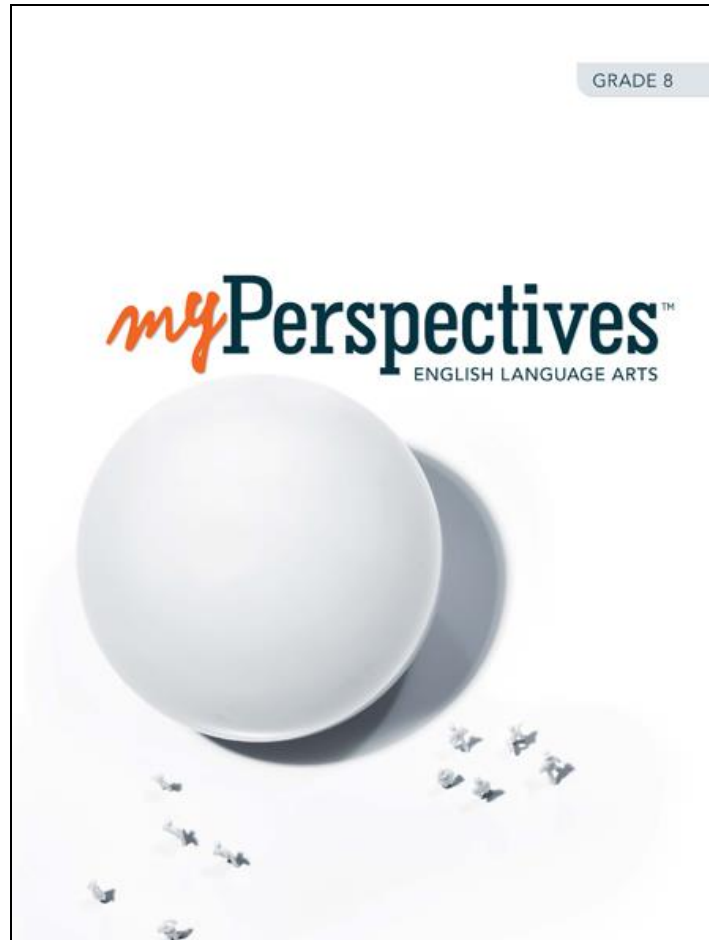


A Correlation of



Grade 8, ©2022

To the

English Language Arts Missouri Learning Standards Grade-Level Expectations

**A Correlation of myPerspectives ©2022, Grade 8, to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

Introduction

This document demonstrates how *myPerspectives*[™] *English Language Arts* meets the objectives of **English Language Arts Missouri Learning Standards: Grade-Level Expectations**. 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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English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2022 Grade 8
Grade 8	
Reading Literary Text	
1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/Inference K-5 correlation R1A, R2A, B, C,	
Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: 22, 23, 72, 240, 380, 408, 422, 459
B Word Meanings K-5 correlation R1B	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	SE/TE: 68, 154, 190, 382, 422, 494, 506 TE Only: 66, 69
C Text Features K-5 correlation R1A	
Interpret visual elements of a text and draw conclusions from them (when applicable).	SE/TE: 240 TE Only: 231, 232, 234, 236
D Summarize/Theme K-5 correlation R2A	
Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	SE/TE: 21, 63, 71, 151, 187, 239, 379, 457, 504
2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure K-5 correlation R2B, R2C	
Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	SE/TE: 63, 153, 381, 423, 459
B Point of View No K-5 correlation	
Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	SE/TE: 26, 27, 73, 153, 381
C Craft and Meaning K-5 correlation R2B, R2C	
Analyze how specific word choices and sentence structures contribute to meaning and tone.	SE/TE: 24, 51, 153, 220, 282, 506
D Interaction and Meaning K-5 correlation R2A	
Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	SE/TE: 63, 189, 271, 381, 423, 459, 506 TE Only: 67, 181

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3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Text in Forms K-5 correlation R4A	
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 the director or actors.	SE/TE: 192-193, 388-389 TE Only: 143
B Relationships in Texts K-5 correlation R1C	
Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	SE/TE: 49, 381, 384, 463, 473
C Historical Context K-5 correlation R2A	
Explain how themes reflect historical and/or cultural contexts.	SE/TE: 381 TE Only: 68, 101, 128, 140, 159, 172, 187, 238, 473
D Comprehension K-5 Correlation R1A, R1D	
Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	SE/TE: 54, 66, 80, 156, 212, 448, 494, 528
Reading Informational Text	
1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/Inference K-5 correlation R1A, R3A, B, C	
Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: 226, 271, 290, 310, 408, 491, 516, 522
B Word Meanings K-5 correlation R1B	
Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	SE/TE: 51, 218, 284, 310, 311, 320, 408, 474, 517 TE Only: 406, 413, 469, 511, 514
C Text Features K-5 correlation R3A	
Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	SE/TE: 196-197, 198, 199, 413, 414
D Summarize/Claim K-5 correlation R3B, R3C	
Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	SE/TE: 49, 217, 219, 281, 407, 490 TE Only: 215

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2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure K-5 correlation R3C	
Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	SE/TE: 219, 291, 312, 409, 473, 492 TE Only: 223, 266
B Point of View K-5 correlation R3B	
Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	SE/TE: 283, 291, 294-295
C Craft and Meaning K-5 correlation R3B	
Analyze how word choice and sentence structure contribute to meaning and tone.	SE/TE: 220, 293, 311, 517 TE Only: 223
D Argument/Evidence K-5 correlation R3B	
Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SE/TE: 282, 283, 291, 294-295
3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Texts/Forms K-5 correlation R4A	
Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	SE/TE: 32-33, 200-201
B Relationships/ Texts K-5 correlation R1C	
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.	SE/TE: 281, 283, 289, 290, 291, 294-295
C Historical Context No K-5 correlation	
Explain how the central ideas of text reflect historical and/or cultural contexts.	TE Only: 6, 92, 98, 195, 258, 277, 307
D Comprehension K-5 Correlation R1A, R1D	
Read and comprehend informational text independently and proficiently.	SE/TE: 44, 212, 246, 306, 314, 332, 400, 430, 464, 488, 510

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Writing	
1 Approaching the Task as a Researcher	
A Research K-5 correlation W3A	
Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. 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.	SE/TE: 21, 75, 151, 187, 198, 217, 239, 241, 269, 281, 289, 313, 379, 411
2 Approaching the Task as a Writer	
A Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	
Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	
A. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	SE/TE: 34-39, 84 TE Only: 61, 120, 174, 421, 451
B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	SE/TE: 32-33, 202-207, 250, 390-395, 434
C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence.	SE/TE: 274, 294-295, 296-301, 336, 476, 478-483, 532
3 Approaching the Task as a Reader	
A Revise and Edit K-5 correlation W1C	
Review, revise, and edit writing with consideration for the task, purpose, and audience.	
A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.	SE/TE: 38, 84, 206, 295, 300, 389, 394, 434, 482, 532
B. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.	SE/TE: 38, 206, 241, 295, 300, 336, 394, 411, 509

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C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	SE/TE: 39, 205, 207, 301, 389, 395, 483, 493, 509, 518
D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	SE/TE: 37, 39, 394, 482
E. Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	SE/TE: 42, 210, 241, 242-243, 304, 390-395, 398, 426-427, 486
Speaking and Listening	
1 Collaborating	
A Conversations K-5 correlation SL1A, SL3A	
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SE/TE: 42-43, 210-211, 229, 304-305, 398-399, 425, 463, 477, 486-487, 519, 525
B Questioning K-5 correlation SL3A	
Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SE/TE: 229, 275, 327, 329, 415, 444, 519, 524-525 TE Only: 260, 281
C Viewpoints of others K-5 correlation SL1A	
Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	SE/TE: 65, 229, 415, 525
2 Presenting	
A Verbal Delivery K-5 correlation SL4A	
Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.	SE/TE: 27, 53, 77, 86, 243, 252, 275, 427, 436, 534
B Nonverbal K-5 correlation SL4A	
Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.	SE/TE: 27, 53, 77, 86, 252, 275, 338, 436, 534

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<p>C Multimedia K-5 correlation SL4A</p>	
<p>Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>SE/TE: 53, 75, 241, 242-243, 390-395, 425, 426-427, 523</p>

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