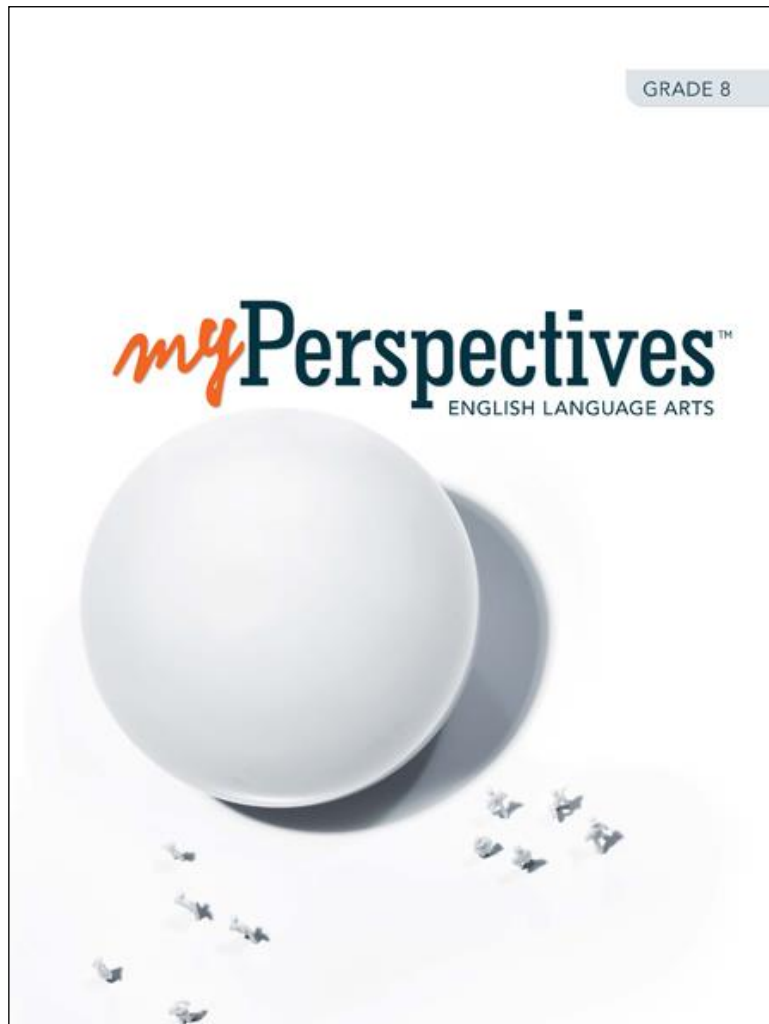


A Correlation of



Grade 8

To the

**Wisconsin Standards for
English Language Arts 2020**

A Correlation of myPerspectives English Language Arts Grade 8 to the Wisconsin Standards for English Language Arts 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Wisconsin Standards for English/Language Arts 2020*. Correlation page references are to the Student Edition and Teacher Edition and are cited by selection title 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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Wisconsin Standards for English Language Arts 2020, Grade 8	myPerspectives English Language Arts Grade 8
R.8: Reading	
Key Ideas and Details	
<p>R.8.1: Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>SE/TE: 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; Analyze Craft and Structure: Inferences, 271; Cite Textual Evidence, 50, 62, 218, 226, 227, 270, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 517, 522; Analyze Craft and Structure: Central Idea and Supporting Details, 219</p> <p>TE only: Closer Look: Conclude (literary), 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 157, 163, 169, 173, 175, 181, 184, 232, 236, 352, 366, 385, 420, 452, 497, 499; Conclude (informative), 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 511, 514, 521</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions myPerspectives ELA National Grade 8>Unit Resources>Units 1-5</p>
<p>R.8.2: Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)</p>	<p>SE/TE: Forms of Poetry, 63; Practice, 73; Development of Theme, 381; Speaking and Listening: Class Discussion, 463; Reflect, 248; Critical Review, 462; Summary: Notebook, 21, 71, 457; Comprehension Check, 21; Analyzing Text, 62, 457, 380; Unit Introductions: Summaries, 8, 94, 260, 346, 444; Analyze Craft and Structure: Central Idea and Supporting Details, 219; Analyze the Text, 226; First Read: Nonfiction, 276, 286; Practice: Facts and Supporting Argument, 283; Practice: Clues About Central Idea, 409; Organize Your Ideas, 427; Analyzing Text, 218–219, 225, 408</p> <p>TE only: Close Read: Fiction, 68; Informational Text Model, 344</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis> Summarize>Theme> Archetypal Theme myPerspectives Plus>Reading Skills and Literary Analysis>Connect and Clarify Main Idea>Main Idea>Paraphrase a Text and Find the Main Idea>Summarize</p>

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<p>R.8.3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal</p> <p>SE/TE: Writing to Sources: Drama Review, 193; from <i>Flowers for Algernon</i>: Analyze the Text, 387; Writing to Compare, 388–389</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Dialogue, 153; Characters’ Motivations, 189; Close Read, 373; First Read Fiction, 448; Propelling the Action: Character, 459; Analyze Craft and Structure: Characterization in Nonfiction, 271; Memoir and Reflective Writing, 409; Deliver a Multimedia Presentation, 426–427; First Read: Nonfiction, 464; Text Structure: Expository Writing, 473; Text Structure: Biographical Writing, 492; Analyzing Text, 270, 408, 472, 491</p> <p>TE only: Analyze Setting, 67 Analyze Dialogue, 119, 129, 169, 315 Analyze Plot Development, 127 English Language Support: Plot, 125; Analyzing Text, 152, 188, 458</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Character and Characterization>Conflict>Plot>Plot and Conflict <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea</p>
Craft and Structure	
<p>R.8.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>SE/TE: Concept Vocabulary (literary), 12, 24, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 350, 382, 387, 448, 460, 505; Concept Vocabulary (informative), 44, 50, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 464, 474, 488, 491, 494, 505, 510, 516; Figurative Meaning: Symbolism, 23; Author’s Style: Word Choice, 64; Media Vocabulary, 230, 240; Descriptive Writing, 321; Archaic Vocabulary, 422; Author’s Choices: Poetic Structures, 423; Analyze Word Choice: Figurative Language, 506; Vocabulary, 22; Author’s Word Choice: Tone, 51; Word Choice, 220; Persuasive Techniques and Word Choice, 311; Descriptive Writing, 321; Text Structure: Expository Writing, 473; Connotation and Denotation, 505; Author’s Purpose: Diction and Tone, 517; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 324, 412, 414, 520</p> <p>TE only: Figurative Language, 69, 167; Vocabulary Development, 233; Word Meanings, 385; Domain Specific Words, 225, 406, 413, 469; Vocabulary Development, 233; Concept Vocabulary, 489, 490</p>

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<p>(Continued) R.8.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>(Continued) Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>
<p>R.8.5: In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>	<p>SE/TE: Writing to Compare: “The Medicine Bag” / “Apache Girl’s Rite of Passage,” 32–33; Analyze Craft and Structure: Forms of Poetry, 63; Writing to Compare: “Flowers for Algernon” / from <i>Flowers for Algernon</i> (script), 388–389; Analyze Craft and Structure: Author’s Choices: Poetic Structures, 423; Writing to Compare, 508–509; Analyzing Text, 62, 422; Analyze Craft and Structure: Central Idea and Supporting Details, 219; Author’s Style: Rhetorical Devices: Parallelism, 312; Descriptive Writing, 321; Text Structure: Expository Writing, 473; Biographical Writing, 492; Analyze the Text, 226, 310, 491; Analyzing Text, 218, 320, 472, 492 TE only: Launch Text: Explanatory Essay, 92; Argument Model, 258; Informative Text Model, 344; Argument Model, 442</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Compare and Contrast>Analyze Structure and Format>Text Structure: Chronological Order</p>

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<p>R.8.6: In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Point of View in Fiction, 73; Text Structure in Drama (Setting the Mood), 152; Close Read the Text, 188; Analyze Craft and Structure: Point of View, 381; Writing to Compare: Compare Techniques, 388; Analyzing Text, 72, 380; Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Author’s Argument: Author’s Perspective, 283; Summarize, 291; Point of View, 321; Memoir and Reflective Writing, 409; Determine Author’s Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294; Analyzing Text, 226, 282, 408</p> <p>TE only: Close Read, 146; Identifying Character Motivation, 188–189; Launch Text: Explanatory Essay, 92; Argument Model, 258; Informative Text Model, 344; Argument Model, 442</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Analyze Structural Features <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions>Evaluate the Author’s Credibility>Recognize Propaganda>Rhetorical Devices>Evaluate Credibility and Analyze Author’s Intentions</p>
Integration of Knowledge and Ideas	
<p>R.8.7: Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)</p>	<p>SE/TE: Writing to Sources: Drama Review, 193; from <i>Flowers for Algernon</i>: Analyze the Text, 387; Writing to Compare, 388–389; Frank Family and World War II Timelines, 194–198; Writing to Compare, 32–33, 200–201; Analyze the Media, 240, 414</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts>Reading Drama</p>

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<p>R.8.8: Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)</p>	<p>SE/TE: Analyze the Text, 282; Analyze Craft and Structure: Author’s Argument, 283; Close Read the Text & Analyze the Text, 290; Conflicting Arguments, 291; Writing to Compare, 294–295; Persuasive Techniques and Word Choice, 311; Writing to Sources: Argumentative Essay, 476 TE only: Launch Text: Argument Model, 258, 442</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Persuasive Appeals>Evaluate Author’s Conclusions> Persuasive Speech>Persuasive Techniques</p>
<p>R.8.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>SE/TE: Analyze Craft and Structure: Allusion, 381; Speaking and Listening: “Uncle Marcos,” 463; Allusions, 473; Whole-Group Performance Task, Unit 5: 478–479; Analyze the Text, 380; Analyze the Text, 290; Analyze Craft and Structure: Conflicting Arguments, 291; Writing to Compare, 294–295 TE only: Analyze Allusions, 49; Challenge, 476</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Allusion <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions</p>

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W.8: Writing Standards	
Text Types and Purposes	
<p>W.8.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>SE/TE: 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 Argument, 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 193, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 395, 434, 532; Resources Tool Kit, R6–R23</p> <p>TE only: Write a Poem, 421; WriteNow, 18, 22, 65, 104, 152, 174, 185, 191, 311, 362, 409, 420, 451, 462</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>W.8.2: Write text in a variety of modes:</p> <p>W.8.2.a: Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>SE/TE: Whole-Class Performance Task: Write an Argument, 296–301; Write an Argument, 478–483; Writing to Sources: Drama Review, 193; Critical Review, 462; Argumentative Essay, 274, 476; Writing to Compare, 294–295; Resources Tool Kit: Argument, R6–R11; Performance-Based Assessment, 335–337, 531–532</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Argument-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Argument</p>

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<p>W.8.2.b: Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395; Writing to Compare: Comparison-and-Contrast Essay, 32–33, 388–389, 508–509; Research: Informational Report, 75; Research Report, 313; Informational Report, 411; Resources Tool Kit: Informative, R12–R17; Writing Activities, 74, 193, 201, 241, 312, 509; Performance-Based Assessment, 249–250, 433–434</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Informative/Explanatory-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Informative/Explanatory Essay</p>
<p>W.8.2.c: Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</p>	<p>Task: Nonfiction Narrative, 34–39; Writing to Sources: Retelling, 26; Nonfiction Narrative, 83–84; Write It: Diary Entry, 220; Journal Entry, 323; Letter, 323; Resources: Narrative, R18–R23 TE only: Write a Poem, 61, 421; Narrative, 120; Write a Diary Entry, 174</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Narrative-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Short Story</p>
<p>W.8.3: Create writing that utilizes:</p>	
<p>W.8.3.a: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.</p>	<p>SE/TE: Draft a Working Thesis, 203; Choose an Organization, 204, 392; Organize a Sequence of Events, 36; Clear Conclusion, 34, 38, 323; Build to a Strong Conclusion, 204; Choose Precise, Formal Words, 394; Organize Ideas and Evidence, 298; Conclusion, 482</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons</p>

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W.8.3.b: Transitions: varied transitions to create cohesion and clarity among ideas and concepts.	SE/TE: Review, Revise, and Edit, 33; Create Cohesion: Transitions, 37; Edit for Conventions, 39; Elements of Explanatory Essay, 202; Revising, 206; Elements of Informative Speech, 390; Use Transitions, 394; Use Language to Make Connections, 482
W.8.3.c: Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.	SE/TE: Concept Vocabulary, 50, 292, 310, 320, 382, 387, 474, 491, 505; Revising for Precise Language, 38; Using Language to Make Connections, 482
Production and Distribution of Writing	
W.8.4: Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>SE/TE: 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 Argument, 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Writing to Sources, 26, 193, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 395, 434, 532; Resources Tool Kit, R6–R23</p> <p>TE only: Write a Poem, 421; WriteNow, 18, 22, 65, 104, 152, 174, 185, 191, 311, 362, 409, 420, 451, 462</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>

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<p>W.8.5: 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>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; Resources Tool Kit, R6–R23; Strengthen Writing, 323</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: The Writing Process-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>W.8.6: Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), 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>SE/TE: Deliver a Multimedia Presentation, 242–243, 426–427; Present Nonfiction Narratives, 76–77; Publishing and Presenting, 301, 483; Speaking and Listening: Multimedia Presentation, 425; Using Technology, 53, 523 TE only: Present and Evaluate, 243; Challenge, 529; Plan with Your Group, 242</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 8>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>Inquiry to Build and Present Knowledge</p>	
<p>W.8.7: Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/TE: Research, 75, 313, 411, 523; Research to Clarify & 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; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33; Research Activities, 52, 74, 241, 274, 312, 323 TE only: Cross-Curricular Perspectives, 6, 13, 23, 69, 92, 128, 140, 159, 238, 277, 307, 315, 344, 353, 370, 401, 405, 470</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons-Middle School</p>

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<p>W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: Research, 75, 313, 411, 523; Research to Clarify & 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; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33; Using Evidence, 74, 312, 411</p> <p>TE only: Cross-Curricular Perspectives, 6, 13, 23, 69, 92, 128, 140, 159, 238, 277, 307, 315, 344, 353, 370, 401, 405, 470</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons Integrating Quotations, Citations, and Images-Middle School>Interactive Research Lesson: Sources and Evidence-Middle School</p>
<p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p>SE/TE: Writing to Compare, 32–33, 200–201, 294–295, 388–389, 508–509; Drama Review, 193; Practice: Notebook, 381, 459; Writing to Sources, 336–337, 434–435; Practice: Notebook, 283, 291; Writing to Sources: Support an Argument, 274; Performance Task, 478–479’ “Uncle Marcos” 463; Performance-Based Assessment, 336; 434</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons <i>myPerspectives ELA National Grade 8</i>>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>

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SL.8: Speaking & Listening	
Comprehension and Collaboration	
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	
SL.8.1.a: Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<p>SE/TE: Class Discussion, 463; Debate, 444, 519, 523–524; Group Discussion, 65, 221, 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; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525; Discussion Opportunities, 64, 192, 425, 519, 522, 523; Performance Task, 328, 426–427, 524–525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>
SL.8.1.b: Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.	<p>SE/TE: Group Discussion, 65, 229, 327, 415; Multimedia Presentation, 425, 426; Class Discussion, 463; Preparing for the Debate, 519; Plan with Your Group, 524; Rehearse With Your Group, 525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>
SL.8.1.c: Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Debate, 519</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>
SL.8.1.d: Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.	<p>SE/TE: Group Discussion, 65, 221, 229, 327, 415; Prepare to Compare, 388; Multimedia Presentation, 426; Debate, 519; Rehearse with Your Group, 427, 525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>

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<p>SL.8.2: Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SE/TE: Analyze the Media, 31, 199, 240, 326, 414, 522; Writing to Compare 32–33; Speaking and Listening, 327; Deliver a Multimedia Presentation, 242–243; Effective Expression, 32; Making Meaning, 326</p> <p>Digital Resources: myPerspectives ELA National Grade 8>Unit Resources>Video Library <i>myPerspectives Plus</i>>Speaking and Listening>Evaluating Presentations-Middle School</p>
<p>SL.8.3: Understand and evaluate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>SE/TE: Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 524–525; Evaluate Participation, 477; Debate, 519; Speaking and Listening: Speech, 534; Expression, 274</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Evaluating Presentations-Middle School</p>
<p align="center">Presentation of Knowledge and Ideas</p>	
<p>SL.8.4: Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>	<p>SE/TE: Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243, 426–427; Deliver an Oral Presentation, 328–329; Conduct a Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338; Speech, 436, 534; Write an Informative Speech, 390–395; Speaking and Listening: Monologue, 27; Visual Presentation, 53; Dramatic Reading, 192; Multimedia Presentation, 425; Persuasive Presentation, 275; Informative Presentation, 477; Research: Multimedia Presentation, 523; Reflect on the Unit: 87, 253, 339, 437, 535; Expression, 26, 52, 274, 476</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening</p>

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SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SE/TE: Performance Task: Deliver a Multimedia Presentation, 242–243, 426–427; Performance Task: 76–77, 243, 329; Performance-Based Assessment; Oral Presentation, 86; Oral Presentation, 338; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 523; Informative Presentation, 477; Language Development, 52; Effective Expression, 476 Digital Resources: <i>myPerspectives Plus</i> >Speaking and Listening>Giving a Presentation-Middle School
L.8: Language	
Knowledge of Language	
L.8.1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
L.8.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	SE/TE: Word Choice, 64; Formal Style, 206; Maintain Formal Style, 300; Revising: Informal and Imprecise, 206; Closed Read, 468, 472; Use a Formal Style, 509; Author’s Purpose: Diction and Tone, 517 TE only: Analyze Dialogue, 119
L.8.1.b: Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	SE/TE: 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 Argument, 478–483; Performance Task: Present Nonfiction Narratives, 76–77; Deliver a Multimedia Presentation, 242–243, 426–427; Deliver an Oral Presentation, 328–329; Conduct a Debate, 524–525
L.8.1.c: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	SE/TE: Active and Passive Voice, 25–26; Verb Moods, 52, 74; Subject-Verb Agreement, 393; Grammar Handbook, R59 Digital Resources: <i>myPerspectives Plus</i> >Conventions> Interactive Grammar Practice Lessons>Verbs: Active and Passive Voice>Verbs: Subjunctive Mood and Conditional Mood>Verbs: Unnecessary Shifts in Tense, Voice, and Mood <i>myPerspectives Plus</i> >Conventions> Grammar Tutorials>Use Verbs in the Conditional and Subjective Mood>Use Verbs in the Indicative, Imperative, and Subjunctive Mood

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L.8.1.d: Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.	SE/TE: Author's Style, 64; Author's Word Choice and Tone, 51; Revising for Word Choice, 206; Word Choice, 220; Persuasive Techniques and Word Choice, 311 TE only: Author's Word Choice, 24; Analyze Word Choice, 46, 64
Vocabulary Acquisition and Use	
L.8.2: Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
L.8.2.a: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: Word Study, 24, 154, 190, 408; Using a Dictionary and Thesaurus, 222, 314; Practice, 284; Concept Vocabulary, 218, 306 TE only: Strategic Support, 118; Concept Vocabulary, 224; Archaic Vocabulary, 419; English Language Support, 423 Digital Resources: <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Interactive Vocabulary Lessons
L.8.2.b: Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	SE/TE: Greek Roots, 72; Latin Root, 218, 284, 292, 516; Latin Prefixes, 382; Latin Suffixes, 50, 154, 190, 408, 460; Old English Prefix, 310, 474; Old English Suffix, 272, 320; Etymology, 62; Word Families, 226 Digital Resources: <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Word Study Worksheets>Greek and Latin Roots and Affixes Lessons
L.8.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.3.a: Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	SE/TE: SE/TE: Connotation and Denotation, 50, 310, 311, 494, 505; Figurative Meaning: Symbolism, 23; Sound Devices, 423; Allusions, 473; Figurative Language, 506; Determine Figurative Meaning, R45–R46; “To Fly,” 472 TE only: Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502; Symbolism, 20; Figurative Language, 69, 167, , 514; Close Read, 359; Analyzing Visual Metaphors, 232 Digital Resources: <i>myPerspectives Plus</i> >Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor

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<p>L.8.3.b: Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>	<p>SE/TE: Base Words, 66; Word Study, 154; Concept Vocabulary, 272, 284, 488, 505; Synonyms and Antonyms, 24, 50, 66; Word Study, 292; Multiple-Meaning Words, 422; Allusion, 381 TE only: Analyze Analogy, 366; Concept Vocabulary, 47, 214, 215, 317, 318; Vocabulary Development, 70; Archaic Vocabulary, 418, 419; Analyze Allusions, 49; Analyze Analogy, 366</p>
<p>L.8.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>SE/TE: Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 488, 491, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 326, 384, 414, 520; Using Domain-Specific Vocabulary, 241; Unit Goals, 4, 90, 256, 342, 440 TE only: Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Domain Specific Words, 225, 406, 413, 469 Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>
<p>Conventions of Standardized English</p>	
<p>L.8.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p>	
<p>L.8.5.a: Active and passive voice verbs.</p>	<p>SE/TE: Active and Passive Voice, 25–26; Verb Moods, 52, 74; Subject-Verb Agreement, 393; Grammar Handbook, R59 Digital Resources: <i>myPerspectives Plus</i>>Conventions> Interactive Grammar Practice Lessons>Verbs: Active and Passive Voice</p>

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L.8.5.b: Indicative, imperative, interrogative, conditional, and subjunctive mood verbs.	SE/TE: Verb Moods, 52, 74; Subject-Verb Agreement, 393; Grammar Handbook, R59 Digital Resources: <i>myPerspectives Plus</i> >Conventions> Interactive Grammar Practice Lessons> Verbs: Subjunctive Mood and Conditional Mood>Verbs: Unnecessary Shifts in Tense, Voice, and Mood <i>myPerspectives Plus</i> >Conventions> Grammar Tutorials>Use Verbs in the Conditional and Subjective Mood>Use Verbs in the Indicative, Imperative, and Subjunctive Mood
L.8.5.c: Recognizing and correcting shifts in verb voice and mood.	SE/TE: Verb Moods, 52, 74; Subject-Verb Agreement, 393; Grammar Handbook, R59 Digital Resources: <i>myPerspectives Plus</i> >Conventions> Interactive Grammar Practice Lessons> Verbs: Subjunctive Mood and Conditional Mood>Verbs: Unnecessary Shifts in Tense, Voice, and Mood
L.8.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
L.8.6.a: Punctuation to recognize a pause or break.	SE/TE: Commas and Semicolons, 493; Dashes and Ellipses, 518; Handbook, R64–R65 Digital Resources: <i>myPerspectives Plus</i> >Interactive Grammar Practice Lessons>Punctuation to Indicate a Pause, or Break, or Omission>Commas to Separate Items in Series and Coordinate Adjectives <i>myPerspectives Plus</i> >Grammar Tutorials> Comma Usage>Dashes
L.8.6.b: Ellipsis to indicate an omission.	SE/TE: Dashes and Ellipses, 518; Handbook, R64–R65 Digital Resources: <i>myPerspectives Plus</i> >Interactive Grammar Practice Lessons>Punctuation to Indicate a Pause, or Break, or Omission
L.8.6.c: Correct spelling.	SE/TE: Language Development, 272, 474; Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483

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