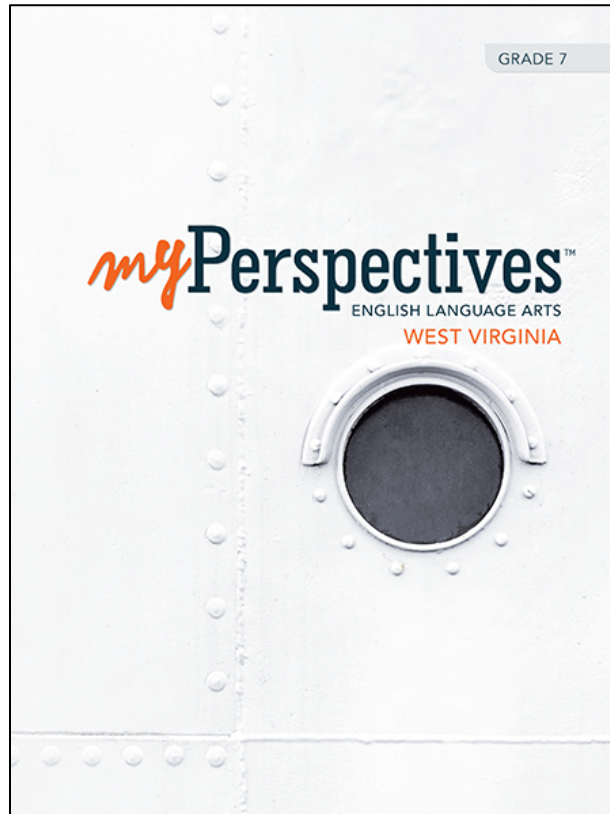


An Alignment of
myPerspectives English Language Arts
West Virginia
Grade 7, ©2022



To the
West Virginia Evaluation Criteria
Grade 7

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PUBLISHER:	Savvas Learning Company, LLC		
SUBJECT:	English Language Arts	SPECIFIC GRADE:	Seventh Grade
COURSE:	4007	TITLE	myPerspectives English Language Arts West Virginia
COPYRIGHT:	2022		
SE ISBN:	9781418358167	TE ISBN:	9781418358259
URL for Online Resources:	savvasrealize.com		
Teacher Demo Account Username:	myPerspectivesWVReview	Teacher Demo Account Password:	Welcome1
Student Demo Account Username:	WVSampleStudent	Student Demo Account Password:	WVreview123

NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 7

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p><i>myPerspectives</i> adheres to the WV Board of Education Policy 2445.41 The program provides students with the opportunity to read widely, across time periods, genres, cultures, and diverse backgrounds. Students read about and explore different cultures, read texts from diverse perspectives, and make connections to real-world events and issues. The program brings together texts, media, and audio from diverse authors and sources that are thought-provoking, relevant, and relatable. As they read, view, or listen, students are able to see themselves in the texts because the texts include themes, illustrations, and characters familiar to them, written by authors of a variety of ethnicities and experiences, or ask questions that allow students to talk back to the text and critically analyze the piece from a multicultural lens. The program integrates social diversity throughout the lessons, concepts, content and illustrations, and is designed to reflect our society and be relevant in today’s world so students are exposed to multiple perspectives and a variety of selections that are important for their development as knowledgeable, thoughtful, and critical thinkers.</p>

		<p>(Continued)</p> <p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>(Continued)</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>"Two Kinds,"</i> 12 <i>"A Simple Act,"</i> 32; <i>An Invisible Thread,</i> 42 <i>"Mother to Son" / "To James,"</i> 94 <i>"Ellen Ochoa: Director, Johnson Space Center,"</i> 200 <i>"Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,"</i> 204 <i>"Thank You, M'am,"</i> 314 <i>"The Circuit,"</i> 468 Photographs, 13, 16, 33, 63, 81, 97, 175, 194, 201, 469</p>
		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>The texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide range of perspectives on important and broad themes. Texts were chosen based on criteria such as literary merit, author's craft, themes, gender and cultural representations/ experiences, insights, viewpoints, readability, and diversity. The program integrates diversity, multiple perspectives and viewpoints throughout the lessons, and is designed to reflect a multicultural society and be relevant in today's world.</p> <p>Resources in the program strive to accurately portray diverse ideas within our society as well as diversity within groups and do not seek to promote one worldview over another nor take a stance on political agendas. The program uses language that is appropriate and respectful of diverse ideas in the writing, editing, illustration, and design of content and makes distinction between frame of reference, provides context and background for texts, as well as addresses bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>"A Simple Act,"</i> 32; <i>An Invisible Thread,</i> 42 <i>"Mother to Son" / "To James,"</i> 94 <i>"Ellen Ochoa: Director, Johnson Space Center,"</i> 200 <i>"Thank You, M'am,"</i> 314 <i>"The Circuit,"</i> 468 Analyze Craft and Structure: Evaluate Argument and Claims, 209; Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355 Performance Task: Write an Argument, 164–169; Write an Argument, 392–397</p>

		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p><i>myPerspectives</i> provides blended print and digital components to support student learning. The Student Edition is in print (hardcover or consumable) and online. The Student Edition includes all texts and standards-aligned instruction. Students can use technology to interact with text and complete activities, or they can use a write-in consumable. Students can take notes, highlight, view videos, and listen to audio directly in the digital Student Edition to make interaction with text more meaningful.</p> <p>Supporting components for differentiation are online and can be assigned or printed as needed through Savvas Realize.</p> <p>Teacher Edition only: Program Overview: Interactive Student Edition, T18–T19; Assessments to Inform Instruction; Resources for Flexibility, T32–T33; Savvas Realize, T34–T35</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts>English Learner / High Interest Support>EssayScorer Writing Prompts>Graphic Organizers and Rubrics>Conventions>Reading Skills and Literary Analysis>Standards Practice>Writing and Research>Speaking and Listening>Academic Vocabulary and Word Study <i>myPerspectives ELA National Grade 7</i>>Teacher’s Edition>Student Edition>>Unit Resources>Units 1-5>Assessment>Video Library>Collaboration Center>Spanish Resources>Professional Development Center>ELD Companion</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p>The program provides content that is free of political bias and includes examples of multiple viewpoints and opinions that are related to major themes. In addition, guidance is provided to help students recognize and understand bias and make connections between their own opinions through the use of unit themes, Essential Questions, texts, questions, discussions, and writing prompts.</p> <p>Student Edition / Teacher Edition Examples: Essential Questions: 3, 10, 26, 38, 46, 66, 67, 83, 92, 100, 106 Evaluating Sources, R25 <i>Nobel Speech</i>, 372; <i>Nobel Speech</i> (video), 386 Performance Task: Write an Argument, 164–169; Write an Argument, 392–397</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>my</i>Perspectives West Virginia does not include references to the Common Core State Standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit Goals, 4, 118, 226, 354, 444</p>
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GENERAL EVALUATION CRITERIA

2021 -2027

Group II – English Language Arts

Grade 7

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:										
College- and Career- Readiness Skills											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
<p><i>myPerspectives</i> materials provide interconnected questions and tasks for students to both develop and deepen comprehension of texts and topics. Inquiry-based learning starts with the Essential Question that asks students to explore the many different perspectives that tie in with the unit topic. Students build content knowledge through reading, writing, listening, and speaking opportunities that utilize prior knowledge, require use of text evidence for response, and promote interdisciplinary and global connections.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>										

<p>(Continued) Interdisciplinary connections are embedded in the Teacher’s Edition Cross-Curricular Perspectives notes that connect reading and writing in the program to science, social studies, math, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.</p> <p>Performance Tasks and Performance-Based Assessments have students demonstrate their learning with what they have read connected to the Essential Question. Some Essential Questions, such as “Is technology helpful or harmful to society?” or “Learning from Nature” are tied to cross-curricular perspectives.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Cross-Curricular Perspectives: Science, 120, 154, 187, 335; Social Studies, 25, 128, 177, 234, 264, 270, 453 Performance Task: Performance Task: Write an Argument, 164–169; Write an Argument, 392–397 Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p>	<p>(Continued)</p> <ol style="list-style-type: none"> 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections; 							
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<p>Students engage in complex analysis throughout <i>myPerspectives</i> that build in complexity as the units progress:</p> <ul style="list-style-type: none"> ● Close Read routines ask students to apply strategies for active reading, understanding, and thinking. ● Close read activities require students to annotate the text, ask critical questions, and further explore structure, diction, and author's craft. ● With Essential Questions, students write down ideas and evidence to describe their thinking. ● Students engage in discussion, writing, and research about the Essential Question in each unit. ● Writing Performance Tasks give students practice and support on each unit's featured writing mode. ● Performance-Based Assessments and Unit Reflection require students to demonstrate their learning and make connections and conclusions that are applicable to the students own lives and future situations. <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487 Close Read, 66, 137, 208, 292, 366, 472 Essential Questions: 3, 10, 26, 38, 46, 66, 67, 83, 92, 100, 106</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>							
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<p>In <i>myPerspectives</i>, students are encouraged to make connections from their own lives to what they are reading and learning with questions and prompts that draw upon their lived experiences as well as make connections to the world and beyond with embedded research opportunities.</p> <p>Digital resources such as Listenwise current events and unit-aligned stories, Hook & Inspire connections, and the <i>myPerspectives</i> Video Library provide diverse local and global perspectives as students read into, through, and beyond the texts and consider the human condition.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Review Evidence for an Explanatory Essay, 347; Writing to Sources: Explanatory Essay (What can cause a significant change in someone’s life?), 348–349 <i>“Tutors Teach Seniors New High-Tech Tricks,”</i> 62 <i>“Urban Farming Is Growing a Greener Future,”</i> 332 <i>from Silent Spring,</i> 363 Nobel Speech, 372; <i>Nobel Speech</i> (video), 386 <i>“A Young Tinkerer Builds a Windmill, Electrifying a Nation,”</i> 518</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>						
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<p>Students are encouraged to formulate their own responses to the Essential Questions based on the different texts and perspectives they encounter and support their ideas with text evidence while applying critical thinking, close reading skills, effective writing and communication skills to convey and share their ideas and learning.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance Task: Write an Argument, 164–169, 392–397 Writing to Sources: Argument, 220–221, 370, 438–439; Resources Tool Kit: Argument, R6–R11 Working as a Team, 60, 172, 312, 400, 490 <i>“A Young Tinkerer Builds a Windmill, Electrifying a Nation,”</i> 518 <i>“Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,”</i> 204</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>				
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Information and Communication Skills/English Language Arts *For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:*

With each text, students learn strategies for reading a text or viewing media closely, multiple times and learn how to find information, deepen understanding, and analyze texts for meaning.

Students also learn how to find information by performing research and how to write and share/convey their ideas to create original communication. A consistent literacy routine for each selection starts with Making Meaning activities through first- and close-read routines and by analyzing the author's craft and structure. Students also complete Language Development activities with concept vocabulary and conventions practice tasks. Effective Expression activities provide students with opportunities to share their learning through written and oral projects.

Student Edition / Teacher Edition

Examples:

Making Meaning, 62–67, 146–149, 504–509, 512–515

Language Development, 68, 510–511

Effective Expression, 69, 150–151, 516–517

- locate existing information in a variety of formats, interpret meaning and then create original communication;

<p>The Student Toolkit in the back of the Student Edition provides an entire workshop and section on how to conduct research and cite sources. Additional resources on how to properly cite sources with updated MLA guidelines is also included in the Toolkit.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Toolkit: Close Reading, R1–R5; Writing, R6–R23; Research, R24–R33; Program Resources, R34–R35; R36–R42; Literary Terms Handbook, R43–R53; Grammar Handbook, R54–R63</p>	<p>6. make informed choices about sources and information; and</p>							
<p><i>myPerspectives</i> supports interaction with outside resources that promotes safe and responsible technology use in learning, researching, and working with others. Teachers have access to student content and oversight of student collaboration activities and shared work on the Discussion Board at all times. Healthy digital interaction is promoted in <i>myPerspectives</i> with discussion prompts that ask students to respond to each other in respectful ways and suggestions for effective group work.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Tutors Teach Seniors New High-Tech Tricks,” 62 “Ellen Ochoa: Director, Johnson Space Center,” 200 “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204 <i>Silent Spring</i>, 362 Working as a Team, 60, 172, 312, 400, 490</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							

Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

myPerspectives features in-depth instruction on research practices to prepare students for college-level work. At the end of each text, Research to Clarify and Research to Explore activities offer students opportunities to conduct short, targeted research using a variety of formats such as libraries, internet, news stories/articles, first person interviews, media/videos etc. Students learn the basic research skills they will use over the course of the school year.

Additionally, through practice lessons in the interactive Student Edition and tutorials available through the myPerspectives+ Research Center, students learn the importance of research, proper citation of sources, integrating results into their work.

Culminating performance-based tasks and assessments require students to use notes in their Evidence Logs and research compiled throughout their reading to defend and support their responses.

Student Edition / Teacher Edition

Examples:

Research to Clarify & Research to Explore, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461

Research: Informational Report, 211; Digital Multimedia Presentation, 339; Research Paper, 419

Conducting Research, R24–R33

8. conduct academically appropriate research, validate sources, and report ethically on findings;

<p>Digital literacy opportunities are embedded in the program through researching, using, viewing, and analyzing media. In addition, <i>myPerspectives</i> includes technology notes that recommend student use of digital presentation tools and provide directions on using the digital components in the program such as the Interactive Student Edition (annotations, highlighting, digital notebook responses, graphic organizers etc.) and Bounce Pages app. <i>myPerspectives</i> also provides in-depth instruction on research practices in order to prepare students for college level research. Students are given digital learning strategies and opportunities for how to perform research to learn and to clarify at the end of each text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Analyze the Media, 83, 92, 149, 202, 301, 338, 389, 418, 455, 515 Teacher Edition Only: Digital Perspectives, 16, 31, 48, 175, 99, 299, 416</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>							
<p>Students engage in self-directed inquiry with Independent Learning and the Unit Reflection. Students also set goals at the beginning of each unit and revisit them at the end, in the Unit Reflection.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Independent Learning, 106–107, 342–343; Unit Reflection, 115, 441 Unit Goals, 4, 118, 226, 354, 444 Reflect on the Unit, 115, 223, 351, 441, 539 Teacher Edition Only: Independent Learning, 108A–108F, 344A–344F</p>	<p>10. engage in self-directed inquiry;</p>							

<p>Students read texts and engage in collaborative activities that inspire thoughtful conversation, discourse, and debate.</p> <p>Speaking and listening activities foster students' abilities to engage in collaboration and presentation tasks.</p> <p>In Small-Group Learning, students work collaboratively in teams to read and discuss texts, develop strategies, and extend learning. Student groups have a choice in selecting activities and how they will share their learning.</p> <p>Collaboration Peer-to-Peer videos on Savvas Realize model positive interactions, group dynamics, respectful feedback, and time management skills that are important in college and career as well as in school.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Speaking and Listening: Collaborative Discussion, Group Discussion, 203, 503; Collaborative Discussion, 331 Small Group Learning, 63–103, 175–211, 310–339 Working as a Team, 60, 172, 312, 400, 490 Present and Discuss, 93</p>	<p>11. work collaboratively; and</p>							
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<p>Students have opportunities for time and task management skills with the Performance-Tasks and Performance-Based assessments. These projects require planning and also can be tied to time-constraints.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance-Based Assessment: Nonfiction Narrative, 111–113; Explanatory Essay, 348–349 Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>						
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Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career- readiness standards, the instructional resources*

<p>Goals at the beginning of each unit in the Student Edition reflect the reading, writing, language, and speaking and listening standards that will be covered. Students will understand what is expected of them, and they can monitor their own progress toward meeting the standards. <i>myPerspectives</i> is designed to meet West Virginia College- and Career-Readiness Standards for English Language Arts and provides the appropriate grade-level trajectory and demands in terms of the sophistication of the texts, teaching concepts, and learning expectations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit Goals, 4, 118, 226, 354, 444 Reflect on the Unit, 115, 223, 351, 441, 539</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.</p>						
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<p>Students are provided an opportunity to complete a Word Study activity that explores the roots of words. This helps develop their ability to understand and use critical vocabulary words in their responses and writings.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Greek Prefix, 294; Greek Root, 509; Latin Prefixes, 28, 77, 160, 262, 384; Latin Suffixes, 48, 178, 196; Anglo Saxon Suffix, 368; Old English Suffix, 464, 478; Latin Roots, 426</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>							
<p>The program is designed to engage students in learning and purposefully uses visually appealing graphics and images, a diverse range of texts including multimedia, student-friendly and relevant personal goal-setting strategies, self-evaluation checklists and guides, reflection logs, and student choice to connect students and bring value to what they are learning.</p> <p>Performance Tasks and post-reading activities use real-life age-appropriate examples and allow students to apply and share personal experiences.</p> <p>The Teacher's Edition includes Cross-Curricular Perspectives notes that connect the program to science, social studies, math, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>							

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Media Profiles, 528–529, 528–529; How-to Essay, 527</p> <p>Teacher Edition Only: Cross-Curricular Perspectives: Science, 120, 154, 187, 335; Social Studies, 25, 128, 177, 234, 264, 270, 453</p>	<p>(Continued)</p> <p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>						
<p>Grammar concepts are taught following each text with Language Development activities. This feature provides instruction, modeling, practice, and speaking, reading, and writing application of each targeted grammar concept. These features springboard directly from the texts that are being studied.</p> <p>Composition assignments provide an immediate opportunity to apply the grammar concepts taught.</p> <p>The Writing Performance Task provides opportunities for students to focus on spelling and punctuation with explicit instruction as students complete the writing assignment. The Writing Performance tasks include an editing section that asks the student to focus on sentences which highlights a grammar concept for immediate use in the performance task assignment.</p> <p>Student Edition / Teacher Edition</p> <p>Examples: Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526 Language Development: Conventions, 167, 307, 395, 485</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>						

<p><i>my</i>Perspectives provides opportunities for students to deepen their understanding of topics and texts while developing analytical skills. Students are encouraged to link prior knowledge to new information as they move from text to text, compare texts to explore ideas from different perspectives and compare, and contrast ideas found in multiple sources to identify conflicting and consistent information while critically evaluating sources. Students are required to make inferences and draw conclusions about topics, and develop a more comprehensive view of the unit theme. Students learn strategies for reading a text closely, multiple times. Strategies include how to read a text, hold a discussion, perform research, and write about a text.</p> <p>Performance tasks and activities are designed to demonstrate learning and draw upon what students have read, their background knowledge and their own ideas.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517 Analyze Craft and Structure, 67, 525 Teacher Edition Only: Jump Start, 12, 42, 62, 70, 92, 174, 208, 314, 324</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>							
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<p>The program includes texts of multiple genres, including print, audio, video, infographics, and visuals.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Mother-Daughter Drawings, 87 (Image Gallery) <i>"The Dust Bowl,"</i> 225 (Video) <i>Urban Farming Is Growing a Greener Future,</i> 332 (Photo Gallery) <i>Nobel Speech,</i> 372; <i>Nobel Speech</i> (video), 386 <i>"Eagle Tracking at Follensby Pond,"</i> 412 (Media) <i>The Story of My Life,</i> 504; <i>"How Helen Keller Learned to Talk,"</i> 512 (Autobiographical Excerpt and Media: Interview)</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>							
<p>Each anchor and support texts include background and author information that may include time period, historical events, or additional context to support the student in understanding the text.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> About the Authors, 32, 70, 126, 182, 204, 314, 324, 420 Memoir, 325 <i>The Grapes of Wrath: Writing to Compare,</i> 466–467; <i>Cultural and Historical Context,</i> 463</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>							

Each unit is on a topic and aligned to an Essential Question. As students read texts and complete activities, they engage in discussion, writing, research as they explore complex problems and the Essential Question in each unit.

Student thinking about the Essential Question may change as they listen to the perspectives of their peers through discourse and collaborative activities and learn to formulate and defend their own opinions.

Student Edition / Teacher Edition

Examples:

Essential Questions: 3, 10, 26, 38, 46, 66, 67, 83, 92, 100, 106, 142, 149, 158, 170, 178, 202, 208, 214

20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;

myPerspectives ensures that students read and understand a variety of informational and literary complex texts as well as multiple genres such as news articles, poetry, biographies, foundational documents, realistic fiction, adventure stories, interviews, historical fiction, mysteries, humor, myths, fantasy, science fiction, and short stories. These texts have been carefully selected to enable students to encounter multi-genre texts that promote exploration of ideas and multiple perspectives and build content knowledge through reading, writing, speaking and listening.

Student Edition / Teacher Edition

Examples:

Literary Texts: *"Thank You, M'am,"* 315; *"Turtle Watchers" / "Nature' is what We see—"* / *"The Sparrow,"* 404; *"The Circuit,"* 469
Nonfiction Texts: *"Danger! This Mission to Mars Could Bore You to Death!"* 153; *"Urban Farming Is Growing a Greener Future,"* 333; from *The Story of My Life,* 505

21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:
 - a. Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter.
 - b. Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level.

<p>In <i>myPerspectives</i>, the goal is for students to be able to generate understanding of vocabulary in order to increase comprehension. Discussions about the features of vocabulary, the relationships among words, and the ways in which an author's vocabulary choices influence the power and meaning of texts are central to the way vocabulary is taught in the program.</p> <p>Dr. Elfrieda Hiebert, a leading researcher in generative vocabulary and <i>myPerspectives</i> program author, helped to drive the development of the vocabulary strand throughout the program.</p> <p>Over the course of a unit, students generate, apply, and synthesize the words within the oral instruction, listening, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. Students are encouraged to track vocabulary words and use them in their completed activities, ensuring that students' word knowledge and acquisition is authentic.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Word Study, 77, 100, 160, 178, 208, 262, 294, 320, 384, 426, 464, 478 Concept Vocabulary, 178, 182, 196, 200, 202, 204, 234, 262, 264, 294, 296, 314, 316, 332, 338, 362, 368</p>	<p>22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>						
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Text selections in *myPerspectives* are accompanied by one or more writing assignments, most of which fall within the three key major modes— narrative, informational, and argumentative. Students are expected to analyze and reflect on the text and to support all responses with text evidence. Performance tasks that require writing are also available at the end of Whole-Class Learning and students write a Narrative, Informative/ Explanatory, or Argument. Finally, the Performance-Based Assessment allows students to use all of their learning in the unit and write a final narrative, informative/explanatory, or argument writing project.

Student Edition / Teacher Edition

Examples:

Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487
Writing to Sources: Explanation, 480; Explanatory Essay, 296, 348
Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517

23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.

<p>The program provides comprehensive support and guidance for teachers regarding the effective use of Differentiated Instructional resources and strategies. The Teacher's Edition includes Personalize for Learning notes for on-level, struggling, English Learners, and above-level students. These notes include strategies and activities for extra practice and/or remediation. In addition, each skill taught includes three levels of support: core support in the Student Edition, additional support through a skills worksheet, and further support through a Reteach and Practice worksheet.</p> <p>In addition, in <i>myPerspectives Plus</i>, program agnostic digital lessons and skills videos are available for students to review, practice, and extend learning of concepts and skills.</p> <p>Teacher Edition Only Examples: Personalize for Learning, 14, 22, 32, 38, 65, 81, 86, 101, 119, 141, 182, 216, 281, 397, 406, 516</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>						
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<p>Realize, a powerful learning management system, is a one-stop to help teachers with managing instructional materials, lesson planning, assigning and tracking student work, and monitoring student progress. Teachers can customize the program as they rearrange content, upload their own content, add links to online media, and edit resources and assessments. Teachers can also create a Playlist using their own or program resources.</p> <p>Program resources and assessments are available in one location for easy lesson planning and presentation. Teachers can search by keyword, browse by a table of contents, or browse by standards. Reports and student usage data give teachers the power to target teaching to improve student outcomes.</p> <p>Listenwise Current Events podcasts provide public radio stories that help connect what's happening in the world to the literature in your classroom. These stories are updated daily, aligned to units, and can be added to Discussion Board activities.</p> <p>Video Library includes engaging and relevant videos from popular sources such as: Crash Course Literature, YouTube®, TED Talks, PBS Newshour, Bloomberg News, Associated Press & More and are updated each school year.</p> <p><u>Teacher Edition Only Examples:</u> Resources for Flexibility, T32–T33; Savvas Realize, T34–T35 Lesson Resources, 12B, 70B, 126B, 174B, 182B, 332B, 372B, 402B, 420B, 452B</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>						
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<p>Multiple professional development opportunities are available with <i>myPerspectives</i> to support implementation:</p> <p>*MySavvasTraining.com offers online tutorials and resources available 24/7 to help teachers with implementing the program, planning lessons, and navigating digital content. In addition, teachers can sign up for personalized webinars and services such as webchats.</p> <p>*In Realize, a Professional Development center with more than 80 author videos and white papers to offer additional support.</p> <p>*Professional development notes and teaching support throughout the program include Expert's Perspective notes from program authors that relate to the concepts to help teachers implement the program effectively.</p> <p><u>Teacher Edition Only Examples:</u> Program Overview, T16–T35 Author's Perspective, 13, 144, 166, 306, 313, 340, 368, 394, 402, 430, 484, 490, 528</p>	<p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>						
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Questions in the post-reading activities have been carefully written to build toward a culminating insight of each text. We frequently “nest” questions in sets. For example, a question may require a response that demonstrates comprehension; subsequent questions might have students make an inference based on that response and on text evidence; and additional questions might then have students form a conclusion based on synthesis. Questions all require textual evidence to respond and questions are scaled in difficulty, allowing teachers the ultimate flexibility with differentiating instruction.

Student Edition / Teacher Edition

Examples:

Comprehension Check, 25, 36, 37, 45, 76, 99, 141, 148, 157, 177, 195, 388

Analyze the Text, 26, 38, 46, 66, 100, 142, 158, 178, 196, 292, 524

27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.

<p>At each grade level in <i>myPerspectives</i>, questions are evocative and stimulate student thinking, connect to the unit topic and Essential Question, and build insight and knowledge. Reading, writing, speaking and listening, and language are integrated within each unit and taught within context. With each selection, students learn strategies for reading a text closely, multiple times. Strategies include how to read a text, how to hold a discussion, how to perform research, and how to write about a text.</p> <p>The majority of questions that follow the selections are text-dependent and require students to search the text to find the answers. Students analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities serve to enable students to make critical connections with the texts.</p> <p><i>myPerspectives</i> questions and writing prompts include:</p> <ul style="list-style-type: none"> • Core Texts in the Student Edition with critical literacy activities including thinking and writing prompts in <i>Making Meaning, Language Development</i>, as well as <i>Effective Expression</i> • Built-in Writing and Speaking and Listening Performance Tasks and end-of-the unit Performance-Based prompts in the Student Edition 	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>						
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<p>(Continued)</p> <ul style="list-style-type: none"> Unit Tests gauge all standards taught within the unit, are aligned to the standards, and provide program agnostic (fresh authentic passages from literature) passages that test cold reading ability (including comprehension) with selected and short responses that include drag and drop formats as well as a writing prompt (constructed response based on synthesizing two passages) in unit writing mode, e.g. argument with DOK levels provided <p>Additional passages and prompts in QReads as well as Reality Central are available in <i>myPerspectives Plus</i></p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Text, 100, 462 Conventions, 79, 145, 161, 180, 198, 210, 263 Writing to Sources, 103, 162, 199, 296, 323, 370, 429, 480 Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503</p>	<p>(Continued)</p> <p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>						
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Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The program provides next-generation learning experiences that promote student ownership of learning, develop competencies for college and career readiness, and support social and emotional learning. *myPerspectives* includes high-quality texts that include multimedia, authentic full and excerpt texts, novels integrations, grammar taught in context, and rigorous questions that require text evidence and higher depth of knowledge responses.

Texts within each grade level provide a range of reading topics and reflect grade-level appropriate knowledge and experiences. Text complexity rubrics for each selection provide quantitative, qualitative, and reader and task suggestions to help guide teachers as they assign the appropriate text to their students.

Student Edition / Teacher Edition

Examples:

"The Last Dog," 182 (Short Story and Activities)

"A Work in Progress," 492; (Personal Narrative and Activities)

A Christmas Carol: Scrooge and Marley, Act I, 234; *A Christmas Carol: Scrooge and Marley, Act II,* 264 (Drama and Activities)

"Eagle Tracking at Follensby Pond," 412 (Media)

"A Young Tinkerer Builds a Windmill, Electrifying a Nation," 518 (News Article)

Teacher Edition Only: Text Complexity Rubric, 152C, 216C

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides resources and activities to meet the needs of all learners through multiple modalities with audio, visual, and print material. <i>myPerspectives</i> incorporates different types of media including graphic novels, videos, articles, interviews, audio recordings, interactive graphic organizers, tutorials, practice lessons, and more. Support for various media types is built into the lessons and includes student-friendly examples and direct instruction on accessing and navigating. Non-text elements are integrated as part of the table of contents help students with reading and analyzing data as well as understanding different media and ways to present information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Media, 83, 92, 149, 202, 301, 338, 389, 418, 455, 515 <i>Dark They Were, and Golden-Eyed</i>, 147 (Radio Play) <i>"Learning to Love My Mother,"</i> 81 (Video)</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>						
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<p><i>myPerspectives</i> is a student-centered program with media-rich, diverse selections, student-friendly design and language, and engaging digital resources. Examples are age-appropriate so students can relate to what they are learning, and activities are designed to be interactive. Through the social nature of learning and the power of collaboration, students have many opportunities for engagement as they interact with content, each other, and their teacher. Students read and get their information through multimedia and social media, so <i>myPerspectives</i> offers media selections that kids can readily identify with. Multimedia modal learning with audio, visual, and leveled resources are correctly labeled to aid students in review and practice. Built-in features are designed to increase student academic growth and achievement.</p> <p>In addition, students want to see themselves in authors and are eager to read texts written by contemporary, multicultural authors, so texts were intentionally included to bring relevance to student learning. The program is designed to engage students in learning and purposefully uses visually appealing graphics and images, a diverse range of texts including multimedia, student-friendly and relevant personal goal-setting strategies, self-evaluation checklists and guides, reflection logs, and student choice to connect students and bring value to what they are learning.</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>						
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<p>(Continued) Consistent routines and learning strategies throughout the program help students build confidence and develop literacy skills as they read complex texts and demonstrate their learning. Students have multiple opportunities to engage and interact with content, each other, and their teacher as they set their own or group goals, use self-evaluation guides, compile evidence logs, and make choices in selecting their own readings as part of independent learning activities.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <i>"Tutors Teach Seniors New High-Tech Tricks,"</i> 63 (News Article) <i>"Ellen Ochoa: Director, Johnson Space Center,"</i> 201 (Media: Video) <i>"Neil Degrasse Tyson on the Future of U.S. Space Exploration After Curiosity,"</i> 205 (Interview) <i>"Silent Spring,"</i> 362 (Descriptive Nonfiction) <i>"A Young Tinkerer Builds a Windmill, Electrifying a Nation,"</i> 518 (News Article)</p>	<p>(Continued) 31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>						
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<p>Integrated post-reading activities offer students opportunities to be creative, build confidence, master critical skills, and showcase their individuality or collaborate with others. Students create long and short writing pieces, they create and share presentations with the class or with their small group, and they choose different ways of expressing their ideas.</p> <p>The Speaking & Listening Performance Tasks require students to work over a period of time as they gather information using their learning throughout the unit, analyzing their findings as they review multiple sources, prepare information/reports, and present their findings as a writing or presentation piece.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Discuss It, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436 Small-Group Performance Task: Present and Evaluate, 69 Performance-Based Assessment: Oral Presentation, 222 Performance Task: Present an Explanatory Essay, 340–341 Performance Task: Present Media Profiles, 528–529, 528–529</p>	<p>32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>						
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Assessment

Teachers have access to comprehensive formative and summative assessments that include text-dependent questions with Part A and B sections, performance tasks, open-ended questions, and more to measure student progress and inform instruction:

Beginning-of-Year Test assesses standards to be taught during the school year. Questions are multiple choice, which allows for immediate feedback through data reporting. Teachers can use this data or an interpretation guide to customize instruction.

Extension Beginning-of-Year Test assesses standards to be taught during the school year through a combination of short-response and multiple-choice questions. Short-response items enable students to more fully demonstrate mastery of standards through writing.

Mid-Year Test assesses mastery of standards taught in the first half of the year, allowing opportunities for automatic and customized remediation.

Extension Mid-Year Test assesses standards taught in the first half of the year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.

32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).

<p>(Continued)</p> <p>End-of-year assessments determine mastery of standards and help place students in classes for the following school year.</p> <p>Extension End-of-Year Test assesses standards taught through the entire year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.</p> <p>Performance-based assessments are a compilation of what is expected by the standards as students use their notes, knowledge, and skills learned to complete a project. All unit activities are backwards-mapped to the performance-based assessment.</p> <p>Next-generation assessments provide additional program agnostic assessments students can use to practice with technology formats. Technology-enhanced items help students practice next-generation formats, so they are prepared to be successful with online interactive testing. Sample items mirror those developed for next-generation summative assessments and include two sets of items. Each set has been individually tailored to reflect the item types that the two variations of next-generation assessments will include. Students encounter various next-generation item types, including evidence-based selected response, technology-enhanced constructed response, prose constructed response, selected response, and constructed response.</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>						
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<p>(Continued) <i>my</i>Perspectives teachers have access to real-time data with reports on usage, progress, and mastery. Instructional support and guidance on data is provided with interpretation guides that include standards alignment, remediation, as well as DOK levels. These detailed Interpretation Guides help teachers provide feedback, group students, modify instruction, and re-teach concepts. Teachers can examine class data or individual student performance to determine instruction. Mastery reports include visuals to help teachers quickly see averages and make comparisons or remediation opportunities to close students' gaps. Item Analysis and Performance Analysis also help teachers with identifying problem areas quickly.</p> <p>Student Edition / Teacher Edition Examples: Performance-Based Assessment, 112–114, 220–222, 348–350, 438–440, 536–538</p> <p>Teacher Edition Only: Assessments to Inform Instruction, T24–T25 Teacher Edition Only: Personalize for Learning, 12C, 32C, 62C, 94C, 126C, 152C, 174C, 182C</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>						
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<p>Instructional resources include monitoring/assessment opportunities that help measure progress and support independent learning and application of skills: Selection activities can be used to assess student comprehension of content.</p> <p>Selection tests help teachers monitor student progress in the reading and language standards taught through multiple-choice questions.</p> <p>If/then Monitor and Adjust Notes in the Teacher’s Edition offer suggestions for formative assessments and unit introduction activities that can be used as formative checks.</p> <p>Performance tasks in each unit include a writing performance task and a speaking and listening performance task students can complete individually or collaboratively. These can also be used as preparation for the end-of-unit performance-based assessment.</p> <p>Unit tests allow students to apply standards taught in the unit and provide an opportunity for teachers to remediate. If administered online, remediation is assigned automatically.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance Task: Write a Nonfiction Narrative, 52–57; Present an Argument, 212–213 Selection Activities: Research, 211, 339, 419; Speaking and Listening, 93, 163, 181, 203, 297, 331, 371, 411; Writing to Sources, 30, 162, 199, 370</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>						
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<p>Instructional resources provide support for assessment and include examples, rubrics, and model texts.</p> <p>Instructions in the Student Edition include examples directly from the text to provide reference points for student work and support understanding of concepts.</p> <p>Rubrics are available to help with setting student expectations and for scoring student work and performance. These student-friendly rubrics written in language that students can understand with clearly defined expectations for student scores. Rubrics within the Student Edition for each Performance-Based Assessment break down expectations for student writing based on 4-point scale for Focus and Organization, Evidence and Elaboration, and Conventions. These are available for each Performance-based Assessment and writing mode.</p> <p>The following additional editable rubrics can be downloaded and easily customized for other modes writing (available in 4 and 6 point) and are on Realize within <i>myPerspectives Plus</i>: Argument, Autobiographical/Biographical Narrative, Cause-and-Effect, Descriptive, Informative/Explanatory, Multimedia Report, Narrative Explanation, Persuasive, Problem-and-Solution, Research, Response to Literature, Short Story, Summary, and Writing for Assessment.</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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<p>(Continued) The Launch Text at the beginning of each unit is a mentor text and serves as a model of writing for students to refer to for the unit-focused writing mode. The Toolkit in the Student Edition features writing models with annotated exemplars to show students the elements of effective writing, including the use of text evidence to support claims. Students can also use the grammar handbook in the Toolkit for quick reference.</p> <p>For additional practice, EssayScorer is available online with prompts for each mode of writing. Student essays are automatically scored with overall feedback and in most cases, feedback on the six traits of writing—ideas, organization, voice, word choice, sentence fluency, and conventions (mechanical correctness).</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Launch Text, 6, 120, 228, 356, 446 Writing Rubric, 113, 221, 439, 537</p>	<p>(Continued)</p> <p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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Organization, Presentation and Format

The Student Edition is student-friendly and includes a Table of Contents in the front, organized by units.

myPerspectives consists of five or six thematic units that each focus on an Essential Question and includes color coding to help students navigate:

- Green - Whole-Group Learning
- Teal - Small-Group Learning
- Purple - Independent Learning
- Orange - Performance-Tasks and Performance-Based Assessment

myPerspectives includes a useful table of contents located in the front of the print Student Edition and Teacher's Edition and in the menu options for the Interactive formats. A print and digital glossary in multiple languages (Spanish, Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Traditional Chinese, and Vietnamese) is also available and a helpful index with skills listing is part of the Student Edition.

myPerspectives digital content is organized in order of use starting with the Teacher's Edition, Student Edition, Unit Resources, Assessments, and additional resources. These resources can be rearranged to fit the teacher's preferences to allow teachers to access content in a way that flexibly fits how they want to teach. Items can be hidden, rearranged, and customized with Realize tools.

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>(Continued) <i>myPerspectives</i> is designed to engage different types of students and motivate them to take ownership of their own learning through choice, goal-setting, reflection, media, social collaboration, selections that span classic and contemporary texts, and promotion of consistent learning routines and behaviors.</p> <p>The Student Edition is available in print write-in as well as interactive digital formats so students can take notes and markup the texts. Review and practice activities are built into the Student Edition, so students do not have to go outside of it to get support on reading, writing, language, or speaking and writing. Unit goals help set clear expectations for student outcomes and visuals such as maps, infographics, timelines, author pictures and bios, and more are provided to support student learning. The program features student-friendly language, visually appealing graphics and images, a variety of selections that feature multimedia, personal goal-setting strategies, self-evaluation guides, reflection logs, and student choice in selecting their own readings for independent learning exercises.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Table of Contents, vi–xv Glossary, R40–R42 Unit 1: Generations, 2–115 Unit 2: A Starry Home, 116–223 Unit 3: Turning Points, 224–351 Unit 4: People and the Planet, 352–441 Unit 5: Facing Adversity, 442–539</p>	<p>(Continued)</p> <p>35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>						
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With *myPerspectives*, students cultivate and hone their literacy skills while at the same time, develop high-level questioning skills that come with delving into rich literature, analyzing complex texts from a wide range of genres with different perspectives on a universal theme. The program helps students transfer conceptual understanding and apply it to what they are doing. Reading and writing are integrated and connected in *myPerspectives*. As students read texts from all genres, they are exposed to the authors' craft. When students write or discuss their own perspectives, they are exposed to different styles of writing and can choose how to express themselves. With each text, students analyze texts through the eyes of a reader and writer and create their own compositions.

Student Edition / Teacher Edition

Examples:

Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517
 Writing to Sources, 30, 103, 162, 199, 296, 323, 370, 429, 480, 527;
 Performance Task, 392–397

36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.

myPerspectives on Realize provides digital resources that promote student engagement and learning through full interaction with content. Multimedia selections in the program include audio recordings of speeches, videos, graphic novels, and comic strips. The technology provides students with multimodal learning opportunities and self-guided learning activities they can complete at their own pace.

Students have access to media-rich content such as digital lessons, videos, and a variety of resources that allow for self-paced, self-directed learning. Multimedia resources include:

- **Unit Opener Videos** at the beginning of each unit are engaging and provide background for the unit topic.
- **Selection Media** beyond just print such as graphic novels, podcasts, interviews, film clips, plays, and videos reflect real-world sources of information and content.
- **Grammar Interactive Lessons** and **Grammar Tutorials** provide interactive practice lessons, tutorials, worksheets, and sentence combining activities.
- **Vocabulary Interactive Lessons** are interactive practice lessons that provide in-depth practice for developing vocabulary skills that focus on domain and academic terms. Research, Speaking & Listening, Vocabulary, and Writing Interactive Lessons

37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).

<p>(Continued)</p> <ul style="list-style-type: none"> • Listenwise Current Events provide public radio stories that help connect what's happening in the world to the literature in your classroom. These stories are updated daily, aligned to units, and can be added to Discussion Board activities. • Video Library includes engaging and relevant videos from popular sources such as: Crash Course Literature, YouTube®, TED Talks, PBS Newshour, Bloomberg News, Associated Press & More and are updated each school year. • Writing Gallery provides student-friendly videos that reinforce the full range of writing process skills including aspects of Prewriting, Drafting, Revising, and Editing. Over 80+ videos are available and can be assigned out as homework or accessed directly by students for reference or additional practice. These videos are designed to give students a deeper understanding of how to approach—and succeed in—composition tasks and make writing concepts accessible and memorable. 	<p>(Continued)</p> <p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>						
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(Continued)

- **Collaboration Peer-to-Peer videos** model positive interactions, group dynamics, respectful feedback, and time management skills that are important in college and career as well as in school.
- **Skills Reinforcement Videos** support writing skills across different modes for Argument, Informational, Personal Narrative, Research Paper, and Short story. These videos help break down important concepts such as how to organize an essay, differences between different types of writing, counterclaims and rebuttals etc.

Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.

Student Edition / Teacher Edition

Examples:

Unit Opener Videos, 2, 116, 224, 352, 442

Teacher Edition Only: Savvas Realize, T34–T35

(Continued)

37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).

SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 7

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 7, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for seventh grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Students in seventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from sixth grade, the following chart highlights the college- and career-readiness indicators that will be developed in seventh grade:

College- and Career-Readiness Indicators for Grade 7	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use word analysis skills to decode unfamiliar words. • Write legibly in cursive or joined italics with correct margins and spacing. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts that fall in the 925-1185 Lexile range with scaffolding as needed at the high end of the range. • Analyze how elements of literary text interact and how individuals, events, and ideas interact in informational text; cite textual evidence to support analysis. • Trace and evaluate arguments and claims, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 	<ul style="list-style-type: none"> • Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing, focusing on how well purpose and audience have been addressed. • Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; avoid plagiarism and follow a standard format for citation (MLA or APA).
Speaking/Listening	Language
<ul style="list-style-type: none"> • Engage effectively with diverse partners in a range of collaborative discussions on grade 7 topics, texts, and issues, posing questions that connect the ideas of multiple speakers and responding to others' questions with relevant evidence, observations, and ideas. • Present claims and findings to others; emphasize main points; make eye contact; speak loudly; pronounce words clearly and use formal English when the situation calls for it. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
	A. Fluency							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Fluency</u> Monologue 31; Dramatic Reading, 411; Role-Play, 481; Effective Expression, 69, 93, 181, 203, 331. Students can read aloud “<i>A Christmas Carol: Scrooge and Marley</i>” 235, 265 Teacher Edition Only: Enriching the Text, 517</p> <p><u>Context Clues</u> Context Clues, 62, 77, 94, 174, 182, 314, 420, 492, 504, 518; also see: Word Network, 7, 121, 229, 357, 447 Teacher Edition Only: Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 70</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Context Clues <i>myPerspectives Plus</i>>Graphic Organizers and Rubrics>Rubrics>Speaking: Narrative Account</p>	1. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 							

	B. Phonics and Word Recognition						
<p>Student Edition / Teacher Edition Examples: Word Network, 7, 121, 229, 357, 447; Word Study, 28, 40, 48, 66, 77, 100, 144, 160, 178, 196, 208, 262, 294, 320, 328, 368, 384, 408, 426, 464, 478, 500, 509, 524</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>2. Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 						
	C. Handwriting						
<p>Student Edition / Teacher Edition Examples: Publishing and Presenting, 57, 169, 309, 397, 487</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Writing Lessons>The Writing Process – Middle School</p>	<p>3. Write fluidly and legibly in cursive or joined italics.</p>						
Reading							
	D. Key Ideas and Details						
<p>Student Edition / Teacher Edition Examples: Cite Textual Evidence, 26, 27, 100, 142, 143, 196, 260, 261, 292, 293, 301, 320, 321, 328, 408, 409, 426, 427, 462, 463, 465, 476, 477, 500; Read It: Notebook, 410; Analyze Craft and Structure: Elements of a Short Story: Conflict and Resolution, 197; Small-Group Performance Task: Present Multimedia Profiles, 528;</p>	<p>4. Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.</p>						

<p>(Continued) Teacher Edition Only: Conclude, 13, 24, 72, 96, 98, 128, 131, 136, 140, 183, 185, 191, 193, 247, 252, 258, 269, 285, 286, 290, 315, 317, 318, 326, 404, 421, 469, 474, 493, 494, 507, 513; Infer Point of View, 318</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions <i>myPerspectives ELA National Grade 7</i>>Unit Resources>Units 1-5</p>	<p>(Continued)</p> <p>4. Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.</p>					
<p><u>Student Edition / Teacher Edition Examples:</u> Notebook (summary), 141; Analyze Craft and Structure: Figurative Language: Symbolism (Theme), 100; Analyze the Text, 292; Writing to Compare, 302; Author's Style: Diction and Tone, 410; Speaking and Listening: Dramatic Reading (Theme), 411; Analyze Craft and Structure: Literary Elements: Irony (Theme), 427; Analyze Craft and Structure: Theme, 463, 477; Writing to Sources: Explanation, 480; Analyze the Text, 462, 476 Teacher Edition Only: WriteNow: Theme, 85</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Summarize>Theme> Archetypal Theme</p>	<p>5. Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Notebook, 195; Analyze Craft and Structure: Elements of a Short Story: Conflict and Resolution, 197; Dialogue in Drama, 261; Text Structure: Stage Directions, 293; Elements of a Short Story: Plot, 321; Elements of a Short Story: Irony, 427; Analyze the Text, 260, 292, 462 Teacher Edition Only: Analyze Character, 13; Analyze Plot, 136, 140, 193, 315; Analyze Setting, 183; Close Read, 242; Conclude, 472</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Character and Characterization>Conflict>Plot>Plot and Conflict</p>	<p>6. Analyze how particular elements of a story or drama interact.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Cite Textual Evidence, 38, 39, 46, 47, 66, 67, 78, 158, 159, 178, 179, 202, 208, 209, 329, 338, 366, 367, 382, 383, 509, 510, 524 Teacher Edition Only: Conclude, 33, 63, 81, 87, 88, 155, 201, 206, 333, 334, 336, 364, 376, 413, 415, 416, 453, 519; Challenge, 35; Draw Conclusions, 44</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions <i>myPerspectives ELA National Grade 7</i>>Unit Resources>Units 1-5</p>	<p>7. Cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Development of Central Ideas, 67; Development of Ideas: Text Structure, 179; Reflective Writing, 329; Notebook, 76, 177, 366; Unit Introductions (summaries), 8, 122, 230, 358, 448; Analyze the Text, 66 Teacher Edition Only: Launch Text: Explanatory Essay Model, 228</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea>Main Idea>Paraphrase a Text and Find the Main Idea>Summarize</p>	<p>8. Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Development of Central Ideas, 67; Narrative Nonfiction: Characterization, 78; Reflective Writing, 329; Analyze the Text, 500; Analyze Word Choice: Humorous Writing, 501; Analyze the Text, 524; Analyze Craft and Structure: Text Structure: Biographical Writing, 525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea</p>	<p>9. Analyze the interactions between individuals, events, and ideas in an informational text.</p>					

<p><u>Student Edition / Teacher Edition</u> Examples: Analyze the Text, 100; Analyze Craft and Structure: Figurative Language: Symbolism, 101; Author's Style: Rhythm and Repetition, 102; Close Read the Text, 142; Author's Word Choice: Imagery, 367; Close Read, 137; Diction and Tone, 410; Author's Style: Description, 465; Close Read the Text, 476; Concept Vocabulary, 12, 28, 100, 126, 144, 182, 196, 234, 262, 264, 294, 296, 314, 316, 402, 408, 420, 426, 456, 464, 468, 478; Analyze the Text, 142 Teacher Edition Only: Analyze Symbolism, 96; Figurative Language, 363, 507; Word Forms, 150 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>E. Craft and Structure</p> <p>10. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p>							
<p><u>Student Edition / Teacher Edition</u> Examples: Close Read the Text, 260; Analyze Craft and Structure: Text Structure: Dialogue in Drama, 261; Stage Directions, 293; Analyze Poetic Form: The Speaker in The Lyric Poetry, 409; Analyze the Text, 292, 408 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Text Structure: Chronological Order>Drama>Poetry of Cultural Identity</p>	<p>11. Analyze how a drama's or poem's form or structure contributes to its meaning.</p>							

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Character and Point of View, 27; Narrative Point of View, 47; Writing to Sources: Journal Entry, 323; Writing to Sources: Reflect on Your Writing, 30; Speaker in The Lyric Poetry, 409; Analyze the Text, 26 Teacher Edition Only: Infer Point of View, 318</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View</p>	<p>12. Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze Craft and Structure: Weighted Words, 39; Evaluate Argument and Claims, 209; Author's Word Choice: Imagery, 367; Author's Purpose: Word Choice and Humor, 501; Analyze the Text, 509; Author's Purpose: Autobiographical Writing, 510; Concept Vocabulary, 32, 40, 42, 48, 62, 66, 70, 77, 94, 100, 152, 160, 174, 178, 204, 332, 338, 362, 368, 372, 384, 389, 492, 500, 504, 509, 518, 524</p> <p>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>13. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>					

<p><u>Student Edition / Teacher Edition</u> Examples: Close Read the Text, 158; Analyze Craft and Structure: Development of Central Ideas, 67; Text Structure: Informative Writing, 159; Development of Ideas: Text Structure, 179; Biographical Writing, 525; Argument: Persuasive Speech, 383; Analyze the Text, 158, 524 Teacher Edition Only: Launch Text: Explanatory Essay Model, 228; Argument Model, 356</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Analyze Structural Features</p>	<p>14. Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.</p>					
<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Author’s Point of View, 39; Narrative Point of View, 47; Author’s Purpose: Word Choice and Humor, 501; Evaluate Argument and Claims, 209; Author’s Purpose: Autobiographical Writing, 510; Analyze the Text, 38, 46, 500 Teacher Edition Only: Analyze Author Viewpoint, 364</p> <p>Digital Resources: <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>	<p>15. Determine an author’s point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.</p>					

F. Integration of Knowledge and Ideas							
<p><u>Student Edition / Teacher Edition</u> Examples: Writing to Compare, 150–151, 302–303</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>	<p>16. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: The Grapes of Wrath: Writing to Compare, 466–467; Cultural and Historical Context, 463</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>	<p>17. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: 516; Writing to Compare, 84–85, 390–391, 516–517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>	<p>18. Compare and contrast a text to an audio, video, or multimedia version of the informational text, analyzing each medium’s portrayal of the subject.</p>						

<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Evaluate Argument and Claims, 209; Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355; Summary, 358; Quickwrite, 123, 359; Close Read the Text, 382 Teacher Edition Only: Launch Text: Argument Model, 356</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>19. Trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>					
<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Narrative Point of View, 47; Writing to Compare, 50–51, 84–85, 516–517; Performance Task: Write an Argument, 392–397</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions</p>	<p>20. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>					

<p>Student Edition / Teacher Edition Examples: First-Read: Fiction, Poetry, & Drama, 12, 70, 94, 126, 182, 234, 264, 314, 420, 456, 468; Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 532</p> <p>“Two Kinds,” 12; “Mother to Son” / “To James,” 94; “Dark They Were, and Golden-Eyed,” 126; “Dark They Were, and Golden-Eyed” (radio play), 146; “The Last Dog,” 182; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 234; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 264; <i>Scrooge</i>, 298; “Thank You, M’am,” 314; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; “He—y, Come On Ou—t!” 420; <i>The Grapes of Wrath</i>, 456; “The Circuit,” 468;</p> <p><i>Independent-Learning Selections (Digital Only):</i> “Lineage,” “Family,” “The Grandfather and His Little Grandson,” “Water Names,” “An Hour with Abuelo,” “Science-Fiction Cradlesong,” “A Retrieved Reformation,” from <i>My Side of the Mountain</i>, “How Grandmother Spider Stole the Sun,” “Four Skinny Trees,” “Rikki-Tikki Tavi”</p> <p>Teacher Edition Only: Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: <i>Ribbons</i>, <i>James and The Giant Peach</i>, <i>The Outsiders</i>, <i>The Clay Marble</i>)</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts-Grade 7 <i>myPerspectives ELA National Grade 7</i>>Unit Resources>Units 1-5</p>	<p>G. Range of Reading and Text Complexity</p> <p>21. By the end of the year, read and comprehend literary texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>							
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<p>Student Edition / Teacher Edition Examples: First-Read: Nonfiction, 32, 42, 62, 70, 152, 174, 204, 324, 362, 372, 386, 492, 504, 518; Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 532</p> <p>“A Simple Act,” 32; <i>An Invisible Thread</i>, 42; “Tutors Teach Seniors New High-Tech Tricks,” 62; Mom & Me & Mom, 70; “Learning to Love My Mother,” 80; “Mother-Daughter Drawings,” 86; “Danger! This Mission to Mars Could Bore You to Death!” 152; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 174; “Ellen Ochoa: Director, Johnson Space Center,” 200; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204; <i>An American Childhood</i>, 324; “Urban Farming Is Growing a Greener Future,” 332; <i>Silent Spring</i>, 362; <i>Nobel Speech</i>, 372; <i>Nobel Speech</i> (video), 386; “Eagle Tracking at Follensby Pond,” 412; “Surviving the Dust Bowl,” 452; “A Work in Progress,” 492; <i>The Story of My Life</i>, 504; “How Helen Keller Learned to Talk,” 512; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518 <i>Independent-Learning Selections (Digital Only):</i> “‘Gotcha Day’ Isn’t a Cause for Celebration,” “Bridging the Generational Divide Between a Football Father and a Soccer Son,” “UFO Sightings and News,” from <i>Packing for Mars</i>, “Trip to Mars Could Damage Astronauts’ Brains,” “Little Things are Big,” “Profile: Malala Yousafzai,” “Noor Inayat Khan” from <i>Women Heroes of WWII</i>, “The Story of Victor D’aveyron, the Wild Child,” from <i>Of Wolves and Men</i>, “The Girl Who Fell From the Sky,” from <i>Facing the Lion: Growing Up Maasai on the African Savanna</i></p>	<p>22. By the end of the year, read and comprehend informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>					
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<p>(Continued) Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts-Grade 7 <i>myPerspectives ELA National Grade 7</i>>Unit Resources>Units 1-5</p>	<p>(Continued) 22. By the end of the year, read and comprehend informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>					
Writing						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Write an Argument: Write an Argument, 164–169; Write an Argument, 392–397 <u>Detailed Points for Bulleted Items</u> Elements of an Argument, 164, 392 Develop a Claim & Consider/Address Possible Counterclaims, 165, 393 Gather Evidence, 165 Organize Your Argument, 166, 394 Revise for Correct Verb Tense, 167 Tone, 168 Choose Precise Words, 168 Appeal to Audience, 394 Sentence Fluency, 395 Use Transitions, 396 Write a Memorable Conclusion, 396 <u>Other Argumentative Writing</u> Blog Post, 162; Small-Group Performance Task: Present and Argument, 212–213; Writing to Compare, 390–391, 466–467; Writing to Sources: Argument, 219–221, 370, 437–439; Resources Tool Kit: Argument, R6–R11</p>	<p>H. Text Types and Purposes 23. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 					

<p>(Continued)</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>	<p>(Continued)</p> <p>23. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 				
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Write an Explanatory Essay, 304–309; Write an Informative Essay, 482–487</p> <p><u>Detailed Points for Bulleted Items</u> Elements of Essays, 304, 482 Develop Your Ideas, 305 Develop Your Introduction, 306 Organize, 306, 484 Use Transitions, 306 Revise Sentences to Heighten Interest, 307 Domain-Specific Vocabulary, 308 Conclusion, 308, 486 Gather Details, 483 Formulate a Thesis, 483 Support Ideas with Evidence, 486 Formal Tone, 486</p>	<p>24. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aid comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 				

<p>(Continued)</p> <p><u>Other Informative/Explanatory Writing</u> Writing to Compare, 50–51, 84–85, 150–151, 296–297, 302–303, 516–517; Informational Report, 211; Writing to Sources: Explanation, 480; Explanatory Essay, 296, 348; How-to Essay, 527; Small-Group Performance Task: Present an Explanatory Essay, 340–341; Performance-Based Assessment, 535–537; Research, 419; Present Multimedia Profiles, 528 Resources Tool Kit: Information/Explanatory Texts, R12–R17</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>(Continued)</p> <p>24. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aid comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 							
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<p>Student Edition / Teacher Edition</p> <p>Examples: Performance Task: Write a Nonfiction Narrative, 52–57</p> <p><u>Detailed Points for Bulleted Items</u> Elements of a Nonfiction Narrative, 52 Develop Characters, 53 Gather Details, 53 Organize a Sequence of Events, 54 Use Transitions, 54 Develop Technique: Finding Your Voice, 55 Provide a Clear Conclusion, 56 Use Precise Language, 56</p> <p><u>Other Narrative Writing</u> Writing to Sources: Revised Ending, 199; Alternate Ending, 429; Journal Entry, 323; Retelling, 30; Narrative Poem, 103; Nonfiction Narrative, 111–113; Resources Tool Kit: Narrative, R18–R23</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>25. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events. 						
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<p>Student Edition / Teacher Edition</p> <p>Examples: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; Writing to Sources, 30, 103, 162, 199, 296, 323, 370, 429, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537 Teacher Edition Only: WriteNow, 9, 78, 85, 98, 143, 179, 230, 261, 283, 321, 329, 370, 380, 424, 478</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 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>I. Production and Distribution of Writing</p> <p>26. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>							
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<p>Student Edition / Teacher Edition Examples: Performance Task: Prewriting/ Planning, 53, 165, 305, 393, 483; Drafting, 54, 166, 306, 394, 484, 517; Revising, 56, 168, 308, 396, 486; Editing/ Proofreading, 57, 169, 309, 397, 487; Publishing and Presenting, 57, 169, 309, 397, 487; Writing, 103, 429</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 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>27. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing to demonstrate command of Language standards up to and including grade 7, focusing on how well purpose and audience have been addressed.</p>				
<p>Student Edition / Teacher Edition Examples: Digital Multimedia Presentation, 339; Multimedia Presentation, 69, 181, 371, 538; Whole-Class Performance Task: Use a Blog Post, 392; Gather Evidence, 393; Publishing and Presenting, 309, 397; How-to Essay, 527; Review, Revise, Edit, 85; Publishing and Presenting, 309; Analyze the Media, 338; Conducting Research, R24–R26 Teacher Edition Only: Digital Perspectives, 336; Finding Trustworthy Sources, 393</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>28. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>				

<p>SE/TE: Research: Informational Report, 211; Digital Multimedia Presentation, 339; Research Paper, 419; Speaking and Listening: Multimedia Presentation, 69, 181, 371; Costume Plan, 297; Research Migrant Life, 481; Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Gather Evidence/Details, 50, 53, 393, 483; Writing to Sources, 162, 527; Research, 211; Analyze the Media, 338; Conducting Research, R24–R33</p> <p>Teacher Edition Only: Cross-Curricular Perspectives, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 335, 356, 364, 372, 415, 453, 457, 468; Digital Perspectives, 16</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons-Middle School</p>	<p>J. Research to Build and Present Knowledge</p> <p>29. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>							
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<p>Student Edition / Teacher Edition</p> <p>Examples: Research: Informational Report, 211; Digital Multimedia Presentation, 339; Research Paper, 419; Speaking and Listening: Multimedia Presentation, 181, 371; Costume Plan, 297; Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Gather Evidence/Details, 50, 53, 393, 483; Research, 211; Analyze the Media, 338; Publishing and Presenting, 397; Writing to Sources, 527; Conducting Research, R24– R33</p> <p>Teacher Edition Only: Cross-Curricular Perspectives, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 335, 356, 364, 372, 415, 453, 457, 468; Digital Perspectives, 16</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>30. 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 (MLA or APA).</p>					
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<p>Student Edition / Teacher Edition</p> <p>Examples: Whole-Class Performance Task: Gathering Evidence: 53, 165, 305, 393, 483; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; Explanatory Essay, 296; Writing to Sources, 103, 348, 370, 480, 536; Evaluate Argument and Claims, 209; Arguments: Persuasive Speech, 383; Present Multimedia Profiles, 528; Performance-Based Assessment, 111–113</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>31. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.</p>							
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<p>Student Edition / Teacher Edition</p> <p>Examples: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; Writing to Sources, 30, 103, 162, 199, 296, 323, 370, 429, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons-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 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>	<p>K. Range of Writing</p> <p>32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>							
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Speaking & Listening								
		L. Comprehension and Collaboration						
<p>Student Edition / Teacher Edition Examples: Speaking and Listening: Multimedia Presentation, 69; Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Migrant Research, 481; Present and Evaluate, 529; Present and Discuss, 93; Group Discussion Tip, 66, 77, 93, 102, 178, 196, 208, 320, 328, 339, 408, 426, 500, 509, 524; Discuss It, 2, 44, 65, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539; Working as a Team, 60, 172, 312, 400, 490; Performance Task, 104, 430; Writing to Sources (Group Work), 323; Rehearse With Your Group, 341, 529; Conventions, 502; Task List, 517</p> <p>Digital Resources: myPerspectives Plus>Speaking and Listening>Conversations and Discussions -Middle School</p>		<p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 7 topics, texts, and issues, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration, and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify former views. 						
<p>Student Edition / Teacher Edition Examples: Analyze the Media, 83, 92, 149, 202, 301, 338, 389, 418, 455, 515; Small-Group Performance Task: 341, 430; Writing to Compare, 302–303; Performance-Based Assessment, 104; Drafting (Central Idea), 517</p> <p>Digital Resources: myPerspectives ELA National Grade 7>Unit Resources>Video Library myPerspectives Plus>Speaking and Listening> Evaluating Presentations - Middle School</p>		<p>34. Analyze the main ideas and supporting details presented in print, non-print, and digital formats and explain how the ideas clarify a topic, text, or issue under study.</p>						

<p>Student Edition / Teacher Edition Examples: Evaluate Argument and Claims, 209; Performance Task: Present an Argument, 212–213, 430–431; Analyze the Media, 389; Writing to Compare, 390–391</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening> Evaluating Presentations - Middle School</p>	<p>35. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>					
<p>M. Presentation of Knowledge and Ideas</p>						
<p>Student Edition / Teacher Edition Examples: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Media Profiles, 528–529; Performance- Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Multimedia Presentation, 69, 181, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Performance-Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Monologue, 31; Visual Presentation, 163; Oral Presentation, 411; Retell, 30; Speaking and Listening, 297, 481; Rehearse with Your Group, 341, 529</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-Middle School</p>	<p>36. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Multimedia Presentation, 69, 114, 181, 371; Multimedia Slideshow, 93; Blog Post, 162; Digital Media Presentation, 339; Improve Your Use of Media, 213, 341, 431, 529; Performance-Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Visual Presentation, 163; Costume Plan, 297; Oral Presentation, 411; Analyze the Media, 338; Task List, 517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-Middle School</p>	<p>37. Include digital media and visuals in presentations to clarify claims and findings and emphasize salient points.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Media Profiles, 528–529, 528–529; Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503; Performance-Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Discuss It, 2, 44, 65, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions>Evaluating Presentations>Giving a Presentation-Middle School</p>	<p>38. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 7 Language standards, as well as formal English, when indicated or appropriate.</p>					

Language					
	N. Conventions of Standard English				
<p>Student Edition / Teacher Edition Examples: <u>Function of Phrases</u> Conventions: Independent and Dependent Clauses, 79; Prepositions and Prepositional Phrases, 322; Appositives and Appositive Phrases, 330; Infinitive Phrases and Gerund Phrases, 385; Types of Dependent Clauses, 511; Grammar Handbook, R58–R59</p> <p><u>Choose Among Simple, Compound, Complex, and Compound-Complex Sentences</u> Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook, R59</p> <p><u>Phrases, Clauses, and Modifiers</u> Sentence Fluency: Revising Sentences Using Participles, 395; Types of Dependent Clauses, 511; Appositives and Appositive Phrases, 330; Phrases and Clauses, R58–R59</p> <p><u>Conventions</u> Performance Task: Editing/ Proofreading, 57, 169, 309, 397, 487; Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 502, 511, 526; Vocabulary and Conventions Connection, 30, 162, 296, 370, 480; Language Development: Conventions, 167, 307, 395, 485; Word Study, 40, 160, 368, 384; Handbook R57–R63</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions> Interactive Grammar Practice Lessons>Clauses>Phrases</p>	<p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 				

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Commas</u> Conventions: Adjectives, 49; Sentence Functions and End Marks, 210; Commas, 479; Language Development: Conventions: Correct Verb Tense, 167; The Use of Commas, 485; Edit for Conventions, 487; Editing and Proofreading, 397; Conventions, 210, 330, 428, 479, 502, 526; Grammar Handbook, R64</p> <p><u>Spell Correctly</u> Review and Revise, 51, 467; Proofread, 57, 169, 309, 397, 487; Review, Revise, and Edit, 85, 151, 303, 391; Word Study, 28, 48, Teacher Edition Only: Review and Revise, 51; Editing and Proofreading, 57, 309</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons> Commas to Separate Items in Series and Coordinate Adjectives</p>	<p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives. • Spell correctly, consulting reference materials as needed. 					
	<p>O. Knowledge of Language</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Conventions: Conjunctions, 68; Simple and Compound Subjects and Predicates, 198; Author’s Style, 102, 410; Whole-Class Performance Task: 167, 307, 395</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Context Clues</u> Context Clues, 62, 77, 94, 174, 182, 314, 420, 492, 504, 518; Concept Vocabulary, 196, 478; also see: Word Network, 7, 121, 229, 357, 447 Teacher Edition Only: Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 70</p> <p><u>Greek and Latin Affixes and Roots</u> Greek Prefix, 294; Greek Root, 509; Latin Prefixes, 28, 77, 160, 262, 384; Latin Suffixes, 48, 178, 196; Anglo Saxon Suffix, 368; Old English Suffix, 464, 478; Latin Roots, 426; Word Study, 408, 500, 524</p> <p><u>Reference Materials</u> Using a Dictionary, 402; Word Study, 40, 66, 77, 100, 160, 178, 208, 262, 294, 320, 384, 426, 464, 478, 524; Concept Vocabulary, 196, 202; Academic Vocabulary, 5, 119, 227, 355, 445 Teacher Edition Only: Dictionary Use, 244; Vocabulary Development, 70; Personalize for Learning, 14, 216; Technical Vocabulary, 325, 326; Concept Vocabulary, 402, 406, 497, 498; Editing and Proofreading, 397</p> <p><u>Verify Initial Determination of Meaning</u> Technical Vocabulary, 328; Word Study, 77, 178, 294, 320; Sidenote, 406 Teacher Edition Only: Dictionary Use, 244</p>	<p>P. Vocabulary Acquisition and Use</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the initial determination of the meaning of a word or phrase. 							
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<p>(Continued)</p> <p><u>Vocabulary Acquisition</u> Word Study: Multiple-Meaning Words, 40, 208, 320; Word Network, 7, 121, 229, 357, 447; Concept Vocabulary, 12, 28, 32, 40, 42, 48, 62, 66, 70, 77, 94, 100, 126, 144, 152, 160, 174, 178, 182, 196, 200, 202, 204, 234, 262, 264, 294, 296, 314, 316, 332, 338, 362, 368, 372, 384, 389, 402, 408, 420, 426, 456, 464, 468, 478, 492, 500, 504, 518, 524</p> <p>Teacher Edition Only: Multiple Meanings, 34, 132, 137, 237, 250, 469, 522</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Context Clues <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Word Study Worksheets>Greek and Latin Roots and Affixes Lessons <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>(Continued)</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the initial determination of the meaning of a word or phrase. 					
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<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p><u>Figures of Speech</u> Figurative Language, 101; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137, 472; Close Read the Text, 476; Analyze the Text, 142, 196</p> <p>Teacher Edition Only: Figurative Language, 72, 96, 363, 507; Analyze Similes, 404; Idioms, 286; Analyze Metaphor, 380</p> <p><u>Relationship Between Words</u> Synonyms, 94; Practice, 48, 144, 294, 368; Concept Vocabulary, 174, 314, 420, 492, 504, 518; Base Word, 324; Word Study, 328</p> <p>Teacher Edition Only: Concept Vocabulary, 182; Word Analysis, 272</p> <p><u>Connotation and Denotation</u> Word Study: Connotation and Denotation, 100; Analyze the Text, 366; Analyze Craft and Structure, 39, 367; Word Choice, 410; Synonyms and Nuance, 144; Synonyms and Antonyms, 48</p> <p>Teacher Edition Only: English Language Support, 376; Connotations, 510</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor</p>	<p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations of words with similar denotations. 					
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<p>Student Edition / Teacher Edition Examples: Word Network, 7, 121, 229, 357, 447; Concept Vocabulary, 12, 28, 32, 40, 42, 48, 62, 66, 70, 77, 94, 100, 126, 144, 152, 160, 174, 178, 182, 196, 200, 202, 204, 234, 262, 264, 294, 296, 314, 316, 332, 338, 362, 368, 372, 384, 389, 402, 408, 420, 426, 456, 464, 468, 478, 492, 500, 504, 518, 524; Academic Vocabulary, 5, 119, 227, 355, 445; Media Vocabulary, 80, 83, 86, 92, 146, 149, 298, 301, 412, 418, 452, 455, 512, 515; Technical Vocabulary, 200, 324, 328; Language Goal, 4, 226, 354, 444; Making Meaning, 92, 298, 301; Effective Expression, 93 Teacher Edition Only: Concept Vocabulary, 64, 65, 71, 73, 97, 136, 175, 184, 186, 189, 194, 205, 207, 320, 404, 405, 406, 414, 423, 424, 473, 497, 498, 506, 520 Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
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