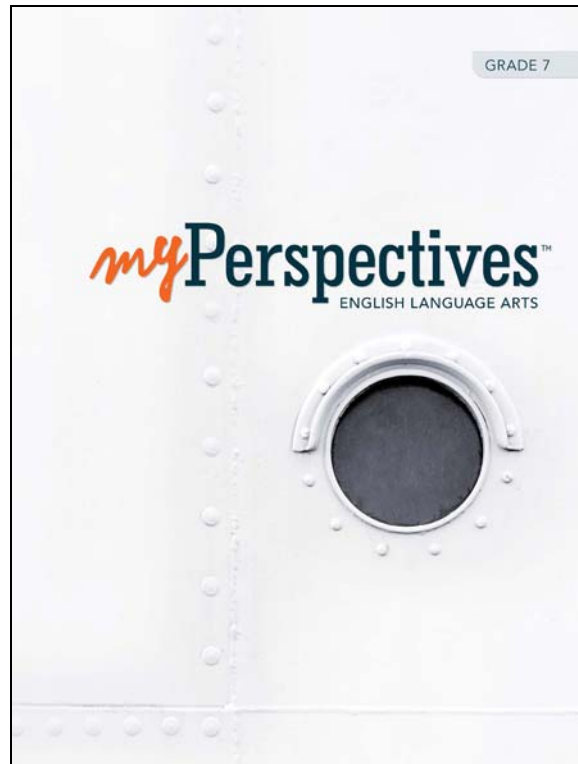


A Correlation of



Grade 7, ©2017

To

Arizona's

College and Career Ready Standards

English Language Arts and Literacy

**A Correlation of myPerspectives, Grade 7 ©2017 to
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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **Arizona’s College and Career Ready Standards English Language Arts and Literacy**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title and page reference.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 7	myPerspectives, Grade 7 ©2017
Reading Standards for Literature 6–8	
Grade 7 students	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1)	SE/TE: “Two Kinds,” 26; “Mother to Son” / “To James,” 100; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 292; <i>Scrooge</i> : 301; “Thank You, M’am,” 321; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; “He—y, Come On Ou—t!” 427; “The Circuit,” 476; Students will address this standard in Analyze the Text features which appear with every literature selection.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (7.RL.2)	SE/TE: “Mother to Son” / “To James,” 100; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; “He—y, Come On Ou—t!” 427; <i>The Grapes of Wrath</i> , 462; “The Circuit,” 476, 480
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.3)	SE/TE: “The Last Dog,” 197; <i>A Christmas Carol: Scrooge and Marley, Act I</i> , 260; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 292; “Thank You, M’am,” 321; “He—y, Come On Ou—t!” 427; <i>The Grapes of Wrath</i> , 462
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (7.RL.4)	SE/TE: “Mother to Son” / “To James,” 100, 102; “Dark They Were, and Golden-Eyed,” 142; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410
5. Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7.RL.5)	SE/TE: <i>A Christmas Carol: Scrooge and Marley, Act I</i> , 260; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 292; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 408

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6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7.RL.6)	SE/TE: “Two Kinds,” 26, 30; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409
Integration of Knowledge and Ideas	
7. 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 (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.7)	SE/TE: “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150; <i>A Christmas Carol / Scrooge</i> , 302–303
8. (Not applicable to literature) (7.RL.8)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy.
9. 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. (7.RL.9)	SE/TE <i>The Grapes of Wrath</i> , 463; “Surviving the Dust Bowl” / <i>The Grapes of Wrath</i> , 466–467
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)	SE/TE: “Two Kinds,” 12; “Mother to Son” / “To James,” 94; First-Read Guide, Unit 1: 108, Unit 2: 216, Unit 3: 344, Unit 4: 434, Unit 5: 532; Close-Read Guide, Unit 1: 109, Unit 2: 217, Unit 3: 345, Unit 4: 435, Unit 5: 533; “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

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Reading Standards for Informational Text 6–8	
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.1)	SE/TE: “A Simple Act,” 38; “Tutors Teach Seniors New High-Tech Tricks,” 66; <i>Mom & Me & Mom</i> , 78; <i>An American Childhood</i> , 329; <i>Silent Spring</i> , 366; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524; Students will address this standard in <i>Analyze the Text</i> features which appear with every informational text selection.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (7.RI.2)	SE/TE: “Tutors Teach Seniors New High-Tech Trick,” 66; <i>An American Childhood</i> , 329; <i>Silent Spring</i> , 366
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7.RI.3)	SE/TE: <i>Mom & Me & Mom</i> , 78; <i>An American Childhood</i> , 329; “A Work in Progress,” 500; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (7.RI.4)	SE/TE: “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 209; <i>Silent Spring</i> , 366; “A Work in Progress,” 500; <i>The Story of My Life</i> ,” 509–510
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7.RI.5)	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 67; “Danger! This Mission to Mars Could Bore You to Death!,” 158-159; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 179; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524
6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (7.RI.6)	SE/TE: “A Simple Act,” 38; <i>An Invisible Thread</i> , 46; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 209; “A Work in Progress,” 500; <i>The Story of My Life</i> , 510

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Integration of Knowledge and Ideas	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7.RI.7)	SE/TE: <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84-85; <i>Nobel Speech</i> (text) / <i>Nobel Speech</i> (video), 390-391; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516
Integration of Knowledge and Ideas	
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7.RI.8)	SE/TE: “Leaving Main Street,” 123; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 209; “Rethinking the Wild,” 359; <i>Nobel Speech</i> , 382
9. 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. (7.RI.9)	SE/TE: “A Simple Act” / An Invisible Thread, 50; Whole-Class Performance Task, Unit 4: 392; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516-517

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Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RI.10)</p> <p>a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.7.RI.10)</p>	<p>SE/TE: “A Simple Act,” 32; <i>An Invisible Thread</i>, 42; “Tutors Teach Seniors New High-Tech Tricks,” 62; <i>Mom & Me & Mom</i>, 70; “Learning to Love My Mother,” 80; “Mother-Daughter Drawings,” 86; First-Read Guide, Unit 1: 108, Unit 2: 216, Unit 3: 344, Unit 4: 434, Unit 5: 532; Close-Read Guide, Unit 1: 109, Unit 2: 217, Unit 3: 344, Unit 4: 435, Unit 5: 533; “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 <i>Curiosity</i>,” 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</p>

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Writing Standards 6–8	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2, 164–166, 168–169, Unit 4: 392, 394; Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; <i>Silent Spring</i> , 370; <i>Nobel Speech</i> (text), / <i>Nobel Speech</i> (video), 390–391; “Surviving the Dust Bowl” / <i>The Grapes of Wrath</i> , 466
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2: 165–166, 168, Unit 4: 393, 396; Performance-Based Assessment, Unit 2: 219, Unit 4: 437; <i>Silent Spring</i> , 370; <i>Nobel Speech</i> (text) / <i>Nobel Speech</i> (video), 391; “Surviving the Dust Bowl” / <i>The Grapes of Wrath</i> , 466
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2: 165, Unit 4: 393; Performance-Based Assessment, Unit 2: 219, Unit 4: 437; <i>Silent Spring</i> , 370; <i>Nobel Speech</i> (text) / <i>Nobel Speech</i> (video), 390–391; “Surviving the Dust Bowl” / <i>The Grapes of Wrath</i> , 466–467
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE/TE: Whole-Class Performance Task, Unit 2: 166, 169, Unit 4: 396; <i>Silent Spring</i> , 370; <i>Nobel Speech</i> (text) / <i>Nobel Speech</i> (video), 391; “Surviving the Dust Bowl” / <i>The Grapes of Wrath</i> , 467
d. Establish and maintain a formal style.	SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2: 168–169, Unit 4: 394; <i>Silent Spring</i> , 370

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e. Provide a concluding statement or section that follows from and supports the argument presented. (7.W.1)	SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2: 166, Unit 4: 396
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE/TE: <i>An Invisible Thread</i> , 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 150–151; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 211; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; <i>Scrooge</i> , 302–303; Whole-Class Performance Task, Unit 3: 304–309, Unit 5: 482–483, 486; Small-Group Performance Task, Unit 3: 340, Unit 5: 528; Performance-Based Assessment, Unit 3: 347–348, Unit 5: 535–536; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 480; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517
a. 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 (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; Whole-Class Performance Task, Unit 3: 305–306, Unit 5: 483–484, 486; Performance-Based Assessment, Unit 3: 347, Unit 5: 535; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527

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b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: <i>An Invisible Thread</i> , 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; <i>Scrooge</i> , 302; Whole-Class Performance Task, Unit 3: 305, Unit 5: 483–484, 486; Performance-Based Assessment, Unit 3: 347, Unit 5: 535; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 480; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: <i>An Invisible Thread</i> , 51; “Learning to Love My Mother,” 85; Whole-Class Performance Task, Unit 3: 306, Unit 5: 483
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: “Dark They Were, and Golden-Eyed,” 151; <i>A Christmas Carol: Scrooge and Marley</i> , Act II 296; <i>Scrooge</i> , 303; Whole-Class Performance Task, Unit 3: 307–308, Unit 5: 486
e. Establish and maintain a formal style.	SE/TE: <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; Whole-Class Performance Task, Unit 3: 309, Unit 5: 486
f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (7.W.2)	SE/TE: “Dark They Were, and Golden-Eyed,” 151; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; <i>Scrooge</i> , 303; Whole-Class Performance Task, Unit 3: 308; Unit 5: 484
Text Types and Purposes	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, Unit 1: 52-53, 55-56; “Mother to Son” / “To James,” 103; Performance-Based Assessment, 111-112; “The Last Dog,” 199; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429

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a. 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.	SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, Unit 1: 54, 56; “Mother to Son” / “To James,” 103; Performance-Based Assessment, 111; “Thank You, M’am,” 323
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, Unit 1: 53; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “He—y, Come On Ou—t!” 429
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TE: Whole-Class Performance Task, Unit 1: 54; “Thank You, M’am,” 323
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, Unit 1: 55, 56; “Mother to Son” / “To James,” 103; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429
e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (7.W.3)	SE/TE: Whole-Class Performance Task, Unit 1: 56; “The Last Dog,” 199; “He—y, Come On Ou—t!,” 429
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)	SE/TE: <i>Scrooge</i> , 303; Whole-Class Performance Task, Unit 1, Unit 2, Unit 3, Unit 4, Unit 5; Performance-Based Assessment, Unit 3: 348, Unit 4: 438, Unit 5: 536

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<p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.7.W.4)</p>	<p>SE/TE: <i>An Invisible Thread</i>, 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 150–151; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 211; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 296-297; <i>Scrooge</i>, 302–303; “Thank You, M’am,” 323; Whole-Class Performance Task, Unit 3: 304-309, Unit 5: 482-483, Small-Group Performance Task, Unit 3: 340, Unit 5: 527-528; Unit 5: 535; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517</p>
Production and Distribution of Writing	
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (7.W.5)</p>	<p>SE/TE: “Mother to Son” / “To James,” 103; “Hey, Come On Out!” 429; Whole-Class Performance Task, Unit 1, Unit 2, Unit 3, Unit 4, Unit 5</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (7.W.6)</p>	<p>SE/TE: “Learning to Love My Mother,” 85; Whole-Class Performance Task, Unit 3: 309, Unit 4: 392, 397; “Urban Farming Is Growing a Greener Future,” 338; Performance-Based Assessment, Unit 5: 538</p>

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Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7.W.7)	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Danger! This Mission to Mars Could Bore You to Death!” 162; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 211; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 297; “Urban Farming Is Growing a Greener Future,” 338; <i>Silent Spring</i> , 371; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 481; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527
8. 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. (7.W.8)	SE/TE: “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 211; “Urban Farming Is Growing a Greener Future,” 338; <i>Silent Spring</i> , 371; Whole-Class Performance Task, Unit 4: 397; “Eagle Tracking at Follensby Pond,” 419; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527
Research to Build and Present Knowledge	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: <i>An Invisible Thread</i> 50; “Learning to Love My Mother,” 84; “Mother to Son” / “To James,” 103; Performance-Based Assessment, Unit 1: 111–112, Unit 3: 348, Unit 5: 536; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 296; <i>Scrooge</i> , 302; “Surviving the Dust Bowl” / <i>The Grapes of Wrath</i> , 467; “The Circuit,” 480; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517; Small-Group Performance Task, Unit 5: 528

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a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "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").	SE/TE: "Mother to Son" / "To James," 103; "Dark They Were, and Golden-Eyed," 150; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; <i>Scrooge</i> , 302; "Surviving the Dust Bowl" / <i>The Grapes of Wrath</i> , 467; "The Circuit," 480
b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (7.W.9)	SE/TE: "Learning to Love My Mother," 84; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> " 209; <i>Nobel Speech</i> , 383; <i>The Story of My Life</i> / "How Helen Keller Learned to Talk," 517
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)	SE/TE: Whole-Class Performance Task, Unit 1: 52, Unit 2: 164, Unit 3: 304, Unit 4: 392, Unit 5: 482; Performance-Based Assessment, Unit 1: 112, Unit 2: 220, Unit 3: 348, Unit 4: 438, Unit 5: 536; "The Last Dog," 199
Speaking and Listening Standards 6–8	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 69; <i>Mom & Me & Mom</i> , 77; "Mother-Daughter Drawings," 93; Small-Group Performance Task, Unit 1: 104, Unit 3: 341, Unit 4: 430, Unit 5: 529; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 178; "Ellen Ochoa: Director, Johnson Space Center," 203; Share Your Independent Learning, Unit 2: 218, Unit 4: 436, Unit 5: 534; "Thank You, M’am," 323; <i>An American Childhood</i> , 331; "He—y, Come On Ou—t!" 426; "The Circuit," 481; "A Work in Progress," 502; <i>The Story of My Life</i> / "How Helen Keller Learned to Talk," 517

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a. 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.	SE/TE: “Mother-Daughter Drawings,” 93; Small-Group Performance Task, Unit 1: 104, Unit 4: 430, Unit 5: 529; “Ellen Ochoa: Director, Johnson Space Center,” 203; <i>An American Childhood</i> , 331; “The Circuit,” 481; “A Work in Progress,” 502
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; Small-Group Performance Task, Unit 1: 104, Unit 4: 430; “Ellen Ochoa: Director, Johnson Space Center,” 203; “Thank You, M’am,” 323; <i>An American Childhood</i> , 331; “A Work in Progress,” 502; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517; Students will address this standard in <i>Working as a Team</i> features which appear in the Small Group Learning Overview lessons.
c. 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.	SE/TE: “Tutors Teach Seniors New High Tech Tricks,” 69; “Ellen Ochoa: Director, Johnson Space Center,” 203; from <i>An American Childhood</i> : 331; “The Circuit,” 481; “A Work in Progress,” 502; Students will address this standard in <i>Launch Activity</i> features which appear in the Unit Introduction and in <i>Working as a Team</i> features which appear in the Small Group Learning Overview lessons.
d. Acknowledge new information expressed by others and, when warranted, modify their own views. (7.SL.1)	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Ellen Ochoa: Director, Johnson Space Center,” 203; “Thank You, M’am,” 323; <i>An American Childhood</i> , 331; “He—y, Come On Ou—t!” 426; Students will address this standard in <i>Launch Activity</i> features which appear in the Unit Introduction, in <i>Working as a Team</i> features which appear in the Small Group Learning Overview lessons, and <i>Group Discussion Tips</i> which appear throughout the program.

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2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. (7.SL.2)	SE/TE: “Learning to Love My Mother,” 83; “Mother-Daughter Drawings,” 92; Small-Group Performance Task, Unit 1: 104, Unit 3: 341, Unit 4: 430; “Dark They Were, and Golden-Eyed” (radio play), 149; <i>Scrooge</i> , 302; “Urban Farming Is Growing a Greener Future,” 338; “Eagle Tracking at Follensby Pond,” 418; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517
Comprehension and Collaboration	
3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (7.SL.3)	SE/TE: <i>Nobel Speech</i> (video), 389; <i>Nobel Speech</i> (text) / <i>Nobel Speech</i> (video), 390; Small-Group Performance Task, Unit 4: 431
Presentation of Knowledge and Ideas	
4. 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. (7.SL.4)	SE/TE: “Two Kinds,” 30; “Tutors Teach Seniors New High-Tech Tricks,” 69; Small-Group Performance Task, Unit 1: 105, Unit 2: 213, Unit 3: 341, Unit 4: 431, Unit 5: 529; Performance-Based Assessment, Unit 1: 114, Unit 2: 222, Unit 3: 350, Unit 4: 440, Unit 5: 538; “Danger! This Mission to Mars Could Bore You to Death!” 162; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 297; <i>Silent Spring</i> , 371; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 411; “The Circuit,” 481

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5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (7.SL.5)	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Mother-Daughter Drawings,” 93; Performance-Based Assessment, Unit 1: 114, Unit 2: 222, Unit 3: 350, Unit 4: 440, Unit 5: 538; “Danger! This Mission to Mars Could Bore You to Death!” 162; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; Small-Group Performance Task, Unit 2: 213, Unit 3: 341, Unit 4: 431, Unit 5: 529; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 297; “Urban Farming Is Growing a Greener Future,” 338; <i>Silent Spring</i> , 371; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 411; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) (7.SL.6)	SE/TE: Small-Group Performance Task, Unit 1: 105, Unit 3: 341, Unit 4: 431; Performance-Based Assessment, Unit 2: 222, Unit 4: 440; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 411
Language Standards 6–8	
Conventions of Standard English	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	SE/TE: “A Simple Act,” 40; “Tutors Teach Seniors New High-Tech Tricks,” 68; <i>Mom & Me & Mom</i> , 79; “Dark They Were, and Golden-Eyed,” 145; “Danger! This Mission to Mars Could Bore You to Death!” 160; Whole-Class Performance Task, Unit 2: 167, Unit 3: 307, Unit 4: 395; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 180; “The Last Dog,” 198; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 210; <i>A Christmas Carol: Scrooge and Marley</i> , Act I, 263; “Thank You, M’am,” 322; <i>An American Childhood</i> , 330; <i>Silent Spring</i> , 368; <i>Nobel Speech</i> , 384; “A Work in Progress,” 502

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a. Explain the function of phrases and clauses in general and their function in specific sentences.	SE/TE: <i>Mom & Me & Mom</i> , 79; “Thank You, M’am,” 322; <i>An American Childhood</i> , 330; <i>Nobel Speech</i> , 384
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	SE/TE: <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 295; Whole-Class Performance Task, Unit 3: 307
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (7.L.1)	SE/TE: <i>An American Childhood</i> , 330; Whole-Class Performance Task, 395–396; <i>The Story of My Life</i> , 511
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	SE/TE: “Two Kinds,” 28; <i>An Invisible Thread</i> , 48, 51; Whole-Class Performance Task, Unit 2: 167, Unit 4: 397, Unit 5: 485, 487; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 210; <i>An American Childhood</i> , 330; “He—y, Come On Ou—t!” 428; “The Circuit,” 479; “A Work in Progress,” 502; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 526
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie. He wore an old, green shirt</i>).	SE/TE: <i>An Invisible Thread</i> , 48; “The Circuit,” 479; Whole-Class Performance Task, Unit 5: 485, 487
b. Spell correctly. (7.L.2)	SE/TE: <i>An Invisible Thread</i> , 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; <i>Scrooge</i> , 303; Whole-Class Performance Task, Unit 1: 57, Unit 2: 169, Unit 3: 309, Unit 4: 397, Unit 5: 487
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 68; Whole-Class Performance Task, Unit 2: 167, Unit 3: 307, Unit 4: 395; “The Last Dog,” 198; <i>Silent Spring</i> , 368

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a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (7.L.3)	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 68; Whole-Class Performance Task, Unit 2: 167, Unit 3: 307, Unit 4: 395; “The Last Dog,” 198
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: “Two Kinds,” 28; “A Simple Act,” 40; <i>An Invisible Thread</i> , 48; “Tutors Teach Seniors New High-Tech Tricks,” 62, 66; <i>Mom & Me & Mom</i> , 70, 77; “Mother to Son” / “To James,” 94; “Dark They Were, and Golden-Eyed,” 144; “Danger! This Mission to Mars Could Bore You to Death!” 160; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 174, 178; “The Last Dog,” 182, 196; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204, 208; <i>A Christmas Carol: Scrooge and Marley</i> , Act I, 262; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 294; “Thank You, M’am,” 320; <i>An American Childhood</i> , 328; <i>Silent Spring</i> , 368; <i>Nobel Speech</i> , 384; <i>Nobel Speech</i> (video), 389; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402, 408; “He—y, Come On Out!” 420, 426; <i>The Grapes of Wrath</i> , 464; “The Circuit,” 478; “A Work in Progress,” 492, 500; <i>The Story of My Life</i> , 504, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518, 524
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 62; “Mother to Son” / “To James”: 94; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 174; “The Last Dog,” 182, 196; “Thank You, M’am,” 314; “He—y, Come On Out!,” 420; “The Circuit,” 478; “A Work in Progress,” 492; <i>The Story of My Life</i> : 504; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518

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b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	SE/TE: “Two Kinds,” 28; <i>An Invisible Thread</i> , 48; <i>Mom & Me & Mom</i> , 77; “Danger! This Mission to Mars Could Bore You to Death!” 160; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; <i>A Christmas Carol: Scrooge and Marley</i> , Act I, 262; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 294; <i>Nobel Speech</i> , 384; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 408; “He—y, Come On Ou—t!” 426; <i>The Grapes of Wrath</i> , 464; “The Circuit,” 478; “A Work in Progress,” 500 <i>The Story of My Life</i> , 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 66; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 208; <i>A Christmas Carol: Scrooge and Marley</i> , Act I, 262; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 294; “Thank You, M’am,” 320; Whole-Class Performance Task, Unit 4: 397; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; “He—y, Come On Ou—t!” 426
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7.L.4)	SE/TE: <i>Mom & Me & Mom</i> , 77; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 294; “Thank You, M’am,” 320; <i>An American Childhood</i> , 328
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: <i>An Invisible Thread</i> , 48; “Mother to Son” / “To James,” 100, 102; “Dark They Were, and Golden-Eyed,” 142, 144; “The Last Dog,” 196; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 294; <i>An American Childhood</i> , 328
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	SE/TE: “Dark They Were, and Golden-Eyed,” 142; “The Last Dog,” 196; <i>The Story of My Life</i> , 507

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b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	SE/TE: <i>An Invisible Thread</i> , 48; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 294; <i>An American Childhood</i> , 324, 328; <i>Silent Spring</i> , 368
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). (7.L.5)	SE/TE: “A Simple Act,” 39; <i>An Invisible Thread</i> , 48; “Mother to Son” / “To James,” 100; “Dark They Were, and Golden-Eyed,” 144; <i>Silent Spring</i> , 366-367
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.6)	SE/TE: Unit Goals, Unit 1: 4, Unit 2: 118, Unit 3: 226, Unit 4: 354, Unit 5: 444; “Learning to Love My Mother,” 80, 83; “Mother-Daughter Drawings,” 86, 92–93; “Dark They Were, and Golden-Eyed” (radio play), 146; “Ellen Ochoa: Director, Johnson Space Center,” 200; <i>Scrooge</i> , 298, 301; “Urban Farming Is Growing a Greener Future,” 332; “Eagle Tracking at Follensby Pond,” 412, 418; “Surviving the Dust Bowl,” 455; <i>The Grapes of Wrath</i> , 464; “How Helen Keller Learned to Talk,” 512, 515