

A Correlation of



Grade 7

To the

**Kansas Evidence-Based
Reading Instruction Guidelines
Structured Literacy Checklist**

A Correlation of myPerspectives, Grade 7 to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the skills of the **Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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

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

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

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Phonological Awareness	
Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Syllable segmentation and blending	For supporting content please see: SE/TE: Editing and Proofreading: Proofread for Accuracy, 397
Phonemic awareness including segmentation, blending, and manipulation.	
<ul style="list-style-type: none"> Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words) 	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Blending (i.e., blending sounds to form words) 	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Segmentation (i.e. breaking words into individual phonemes) 	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word) 	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word) 	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Sound-Symbol Association	
Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Blending sounds and letters into words to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Segmenting whole words into individual sounds to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.

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Syllable Instruction	
Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Syllable division rules	For supporting content please see: SE/TE: Editing and Proofreading: Proofread for Accuracy, 397
Orthography	
Focus on spelling patterns, rules, and word meanings including parts of speech and word origin	This objective is addressed throughout. See, for example: SE/TE: Conventions, 29, 145 Concept Vocabulary, 94, 174, 294, 402 Word Study, 100, 408, 524 Editing and Proofreading: Proofread for Accuracy, 397, 487 TE Only: Vocabulary Development, 21, 244 Digital Resources: <i>myPerspectives Grade 7</i> >Unit Resources>Unit 4: People and the Planet>Poetry Collection>Word Study: Etymology (RP) <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Word Study Worksheets>Frequently Misspelled Words
Explicit instruction in letter formation	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Morphology	
Study of base words, roots, prefixes and suffixes	SE/TE: Word Study, 28, 48, 66, 77, 160, 178, 196, 262, 294, 328, 368, 384, 426, 464, 478, 500, 509 Concept Vocabulary, 70, 204 Conventions, 145 Technical Vocabulary, 324 TE Only: Vocabulary Development, 44, 73 Personalize for Learning, 359 Digital Resources: <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Word Study Worksheets>Latin Prefixes: in- and sub-

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<p>Study of endings (inflectional and derivational)</p>	<p>SE/TE: Word Study, 48, 66, 178, 196, 368, 464, 478 Conventions, 145</p> <p>TE Only: Personalize for Learning, 359</p> <p>Digital Resources: <i>myPerspectives Grade 7>Unit Resources>Unit 1: Generations>An Invisible Thread>Word Study: Latin Suffix -ity (RP)</i></p>
<p>Grammar/Syntax</p>	
<p>Focus on grammar and sentence variations</p>	<p>SE/TE: Conventions, 68, 79, 198, 210, 263, 295, 322, 330, 511 Language Development: Conventions, 307, 395</p> <p>TE Only: How Language Works, 188, 286</p> <p>Digital Resources: <i>myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Phrases: Participle and Participial</i></p>
<p>Study of mechanics of language and function of word order to convey meaning</p>	<p>SE/TE: Conventions, 428, 479, 526 Language Development: Conventions, 485</p> <p>TE Only: Personalize for Learning, 349, 439 How Language Works, 486</p> <p>Digital Resources: <i>myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Punctuation: Colons and Semicolons</i></p>

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<p>Vocabulary Words taught explicitly in multiple settings</p>	<p>This objective is addressed throughout. See, for example: SE/TE: Vocabulary, 7, 121, 229, 264, 357, 447 Concept Vocabulary, 32, 62, 126, 264, 332, 386, 456, 500 Media Vocabulary, 80, 146, 298, 452, 515 Technical Vocabulary, 324, 328</p> <p>Digital Resources: <i>myPerspectives Grade 7</i>>Unit Resources>Program Level Resources>Word Network >Unit 5: Facing Adversity>The Dust Bowl>Media Vocabulary</p>
<p>Synonyms, antonyms, and multiple meanings integrated into classroom discussion</p>	<p>SE/TE: Word Study, 40, 144, 174, 208, 320 Concept Vocabulary, 94, 314, 420, 492, 504, 518</p> <p>TE Only: Vocabulary Development, 34, 250, 272, 460, 522 Personalize for Learning, 132, 137, 237, 266, 271, 274, 282, 469</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Word Study Worksheets>Multiple Meaning Words</p>
<p>Essential features with visual representations for concepts identified during discussion</p>	<p>For supporting content please see: TE Only: Digital Perspectives, 16, 64, 99, 184, 205, 248, 284, 285, 375, 404, 474</p>

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<p>Fluency</p>	
<p>Attention to accuracy, rate, and prosody</p>	<p>SE/TE: Speaking and Listening: Prepare Your Delivery, 31 Speaking and Listening: Organize and Practice, 69 Speaking and Listening: Multimedia Presentation, 114 Rehearse With Your Group: Practice With Your Group, 341, 529 Speaking and Listening: Plan and Practice Your Delivery, 411</p> <p>TE Only: Speaking and Listening: Deliver Your Presentation, 481</p>
<p>Use of normative data to ensure adequate progress</p>	<p>For supporting content please see: TE Only: Rehearse With Your Group: Practice With Your Group, 341 Speaking and Listening: Deliver Your Presentation, 481</p>
<p>Reading Comprehension</p>	
<p>Process of deriving meaning and establishing a coherent mental model of the text's content</p>	<p>This objective is addressed throughout. See, for example: SE/TE: Analyze the Text, 26, 66, 142, 260, 328, 408, 524 Analyze the Media, 83, 92, 301, 455, 515 Analyze Craft and Structure, 179, 209, 321, 477</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Visualizing</p>
<p>Attention to integration of ideas within text and between texts</p>	<p>SE/TE: Analyze the Text, 26 Comparing Texts, 42 Writing to Compare, 50-51</p> <p>Digital Resources: <i>myPerspectives Grade 7</i>>Unit Resources>Unit 1: Generations>An Invisible Thread>Writing to Compare: Explanatory Essay</p>

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<p align="center">Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</p>	<p align="center">myPerspectives English Language Arts Grade 7</p>
<p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p>	<p>SE/TE: Analyze Craft and Structure, 67, 159, 179, 261, 293, 321, 501, 525</p> <p>TE Only: Analyze Plot, 315</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Main Idea (and Supporting Details)</p>
<p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p>	<p>For supporting content please see: TE Only: Analyze Craft and Structure, 179, 293, 321 Analyze Plot, 193</p>
<p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p>	<p>SE/TE: Analyze Craft and Structure, 101, 143, 209, 427, 501 Conventions: Informal Grammar, 502</p> <p>TE Only: Personalize for Learning, 72, 96, 156, 240, 247, 254, 273, 287, 374, 377, 449 How Language Works, 472 Hyperbole, 493 Analyzing Figurative Language, 507</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language</p>
<p>Use of graphic organizers</p>	<p>This objective is addressed throughout. See, for example: SE/TE: Analyze Craft and Structure, 27, 39, 159, 197, 321, 463, 525</p> <p>Digital Resources: myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Character-Trait Web</p>
<p>Delivery of Instruction</p>	
<p>Explicit instruction in a gradual release model</p>	<p>SE/TE: Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 117, 225, 353, 443</p> <p>TE Only: Student-Centered Learning, T16-T17</p>

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<p>Sequence of instruction is systematic and cumulative</p>	<p>TE Only: Pacing Guide: Unit Supplement, T36-T45 Pacing Plan, 2-3, 10-11, 58-59, 106-107, 116-117, 124-125, 170-171, 214-215, 224-225, 232-233, 310-311, 342-343, 352-353, 360-361, 398-399, 432-433, 442-443, 450-451, 488-489, 530-531</p>

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