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

<table>
<thead>
<tr>
<th>Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</th>
<th>myPerspectives English Language Arts Grade 7</th>
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<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
</tr>
<tr>
<td>Syllable segmentation and blending</td>
<td>For supporting content please see: SE/TE: Editing and Proofreading: Proofread for Accuracy, 397</td>
</tr>
<tr>
<td><strong>Phonemic awareness including segmentation, blending, and manipulation.</strong></td>
<td></td>
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<tr>
<td>- Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
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<tr>
<td>- Phoneme Blending (i.e., blending sounds to form words)</td>
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<tr>
<td>- Phoneme Segmentation (i.e. breaking words into individual phonemes)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
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<tr>
<td>- Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
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<tr>
<td>- Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
</tr>
<tr>
<td><strong>Sound-Symbol Association</strong></td>
<td></td>
</tr>
<tr>
<td>Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery.</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
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<tr>
<td>Blending sounds and letters into words to mastery.</td>
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<tr>
<td>Segmenting whole words into individual sounds to mastery.</td>
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</tr>
<tr>
<td>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
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SE = Student Edition
TE = Teacher Edition
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<th>Syllable Instruction</th>
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<tr>
<td>Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
</tr>
<tr>
<td>Syllable division rules</td>
<td>For supporting content please see: SE/TE: Editing and Proofreading: Proofread for Accuracy, 397</td>
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<th>Orthography</th>
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<tr>
<td>Focus on spelling patterns, rules, and word meanings including parts of speech and word origin</td>
<td>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</td>
</tr>
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<td></td>
<td>TE Only: Vocabulary Development, 21, 244</td>
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<td></td>
<td>Digital Resources: myPerspectives Grade 7&gt;Unit Resources&gt;Unit 4: People and the Planet&gt;Poetry Collection&gt;Word Study: Etymology (RP) myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Frequently Misspelled Words</td>
</tr>
<tr>
<td>Explicit instruction in letter formation</td>
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<th>Morphology</th>
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<td>TE Only: Vocabulary Development, 44, 73 Personalize for Learning, 359</td>
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<tr>
<td></td>
<td>Digital Resources: myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Latin Prefixes: in- and sub-</td>
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| Study of endings (inflectional and derivational) | SE/TE: 
Word Study, 48, 66, 178, 196, 368, 464, 478
Conventions, 145 

TE Only: 
Personalize for Learning, 359 

Digital Resources: 
myPerspectives Grade 7>Unit Resources>Unit 1: Generations>An Invisible Thread>Word Study: Latin Suffix -ity (RP) |
| Grammar/Syntax | 
Focus on grammar and sentence variations | SE/TE: 
Conventions, 68, 79, 198, 210, 263, 295, 322, 330, 511
Language Development: Conventions, 307, 395 

TE Only: 
How Language Works, 188, 286 

Digital Resources: 
myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Phrases: Participle and Participial |
| Study of mechanics of language and function of word order to convey meaning | SE/TE: 
Conventions, 428, 479, 526
Language Development: Conventions, 485 

TE Only: 
Personalize for Learning, 349, 439
How Language Works, 486 

Digital Resources: 
myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Punctuation: Colons and Semicolons |
## Vocabulary

**Words taught explicitly in multiple settings**

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

- **Digital Resources:**
  - *myPerspectives Grade 7* > Unit Resources > Program Level Resources > Word Network > Unit 5: Facing Adversity > The Dust Bowl > Media Vocabulary

**Synonyms, antonyms, and multiple meanings integrated into classroom discussion**

- **SE/TE:**
  - Word Study, 40, 144, 174, 208, 320
  - Concept Vocabulary, 94, 314, 420, 492, 504, 518

- **TE Only:**
  - Vocabulary Development, 34, 250, 272, 460, 522
  - Personalize for Learning, 132, 137, 237, 266, 271, 274, 282, 469

- **Digital Resources:**
  - *myPerspectives Plus* > Academic Vocabulary and Word Study > Word Study Worksheets > Multiple Meaning Words

**Essential features with visual representations for concepts identified during discussion**

For supporting content please see:

- **TE Only:**
  - Digital Perspectives, 16, 64, 99, 184, 205, 248, 284, 285, 375, 404, 474
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| **Fluency** | **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  
**TE Only:**  
Speaking and Listening: Deliver Your Presentation, 481 |
| **Attention to accuracy, rate, and prosody** | **Use of normative data to ensure adequate progress** |
| **Reading Comprehension** | **For supporting content please see:**  
**TE Only:**  
Rehearse With Your Group: Practice With Your Group, 341  
Speaking and Listening: Deliver Your Presentation, 481 |
| Process of deriving meaning and establishing a coherent mental model of the text's content | 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  
**Digital Resources:**  
myPerspectives Plus>Reading Skills and Literary Analysis>Visualizing |
| Attention to integration of ideas within text and between texts | **SE/TE:**  
Analyze the Text, 26  
Comparing Texts, 42  
Writing to Compare, 50-51  
**Digital Resources:**  
*myPerspectives Grade 7* > *Unit Resources* > *Unit 1: Generations* > *An Invisible Thread* > *Writing to Compare: Explanatory Essay* |
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| Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details) | SE/TE: Analyze Craft and Structure, 67, 159, 179, 261, 293, 321, 501, 525  
**TE Only:** Analyze Plot, 315  
**Digital Resources:** myPerspectives Plus>Reading Skills and Literary Analysis>Main Idea (and Supporting Details) |
| Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations | For supporting content please see:  
**TE Only:** Analyze Craft and Structure, 179, 293, 321  
Analyze Plot, 193 |
| Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc) | **SE/TE:** Analyze Craft and Structure, 101, 143, 209, 427, 501  
**Conventions:** Informal Grammar, 502  
**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  
**Digital Resources:** myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language |
| Use of graphic organizers | This objective is addressed throughout. See, for example:  
**SE/TE:** Analyze Craft and Structure, 27, 39, 159, 197, 321, 463, 525  
**Digital Resources:** myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Character-Trait Web |
| Delivery of Instruction | **SE/TE:** Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 117, 225, 353, 443  
**TE Only:** Student-Centered Learning, T16-T17 |
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