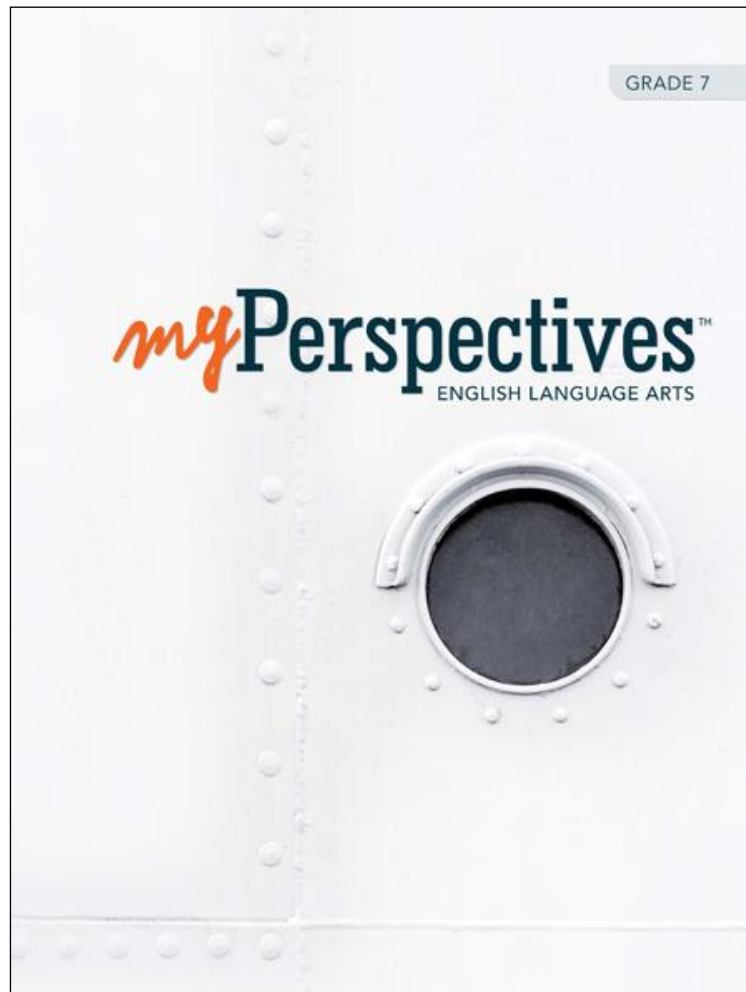


A Correlation of



Grade 7 ©2022

To the

**Kentucky Academic Standards
for Reading and Writing 2019
Grade 7**

A Correlation of myPerspectives English Language Arts ©2022 to the Kentucky Academic Standards, Reading and Writing 2019, Grade 7

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Kentucky Academic Standards for Reading and Writing**. Correlation page references are to the Student Edition, Teacher’s Edition and are cited by selection and feature title. Digital citations to the online version of myPerspectives are included as well.

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 English Language Arts ©2022 to the
Kentucky Academic Standards, Reading and Writing 2019, Grade 7**

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**A Correlation of myPerspectives English Language Arts ©2022 to the
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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Reading Standards for Literature RL.7	
Key Ideas and Details	
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.1	<p>SE/TE: “Two Kinds,” 26; “Mother to Son” / “To James,” 100; A Christmas Carol: Scrooge and Marley, Act II, 292; Scrooge: 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</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 2–3, 9</p>
Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. RL.7.2	<p>SE/TE: SE/TE: [Theme] “Mother to Son” / “To James,” 101; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 410; “He—y, Come On Ou—t!” 427; <i>The Grapes of Wrath</i>, 463; “The Circuit,” 477; [Summary] from <i>Mom & Me & Mom</i>, 76; “Dark They Were, and Golden-Eyed, 141; A Christmas Carol: Scrooge and Marley, Act II, 259; “The Circuit,” 476, 480</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 15–16</p>
Analyze how particular elements of a story or drama influence one another. RL.7.3	<p>SE/TE: “The Last Dog,” 197; A Christmas Carol: Scrooge and Marley, Act I, 261; A Christmas Carol: Scrooge and Marley, Act II, 293; “Thank You, M’am,” 321; “He—y, Come On Ou—t!” 427; from <i>The Grapes of Wrath</i>, 463</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 28–29, 35</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Craft and Structure	
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 on a passage. RL.7.4	<p>SE/TE: “Mother to Son” / “To James,” 100, 102; “Dark They Were, and Golden-Eyed,” 143; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410 TE only: Word Choice, 405</p> <p><i>In addition, students address this standard in the Concept Vocabulary features which appear with every literature selection.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 41–42 myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language >Sound Devices >Rhyme</p>
Analyze how the form or structure of a drama, poem or prose text contributes to its meaning. RL.7.5	<p>SE/TE: “The Last Dog,” 197; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 261; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 293; “Thank You, M’am,” 323; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 54–55 myPerspectives Plus>Reading Skills and Literary Analysis>Reading Drama</p>
Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. RL.7.6	<p>SE/TE: “Two Kinds,” 26, 27, 30; “The Last Dog,” 199; “Thank You, M’am,” 323; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409 TE only: Launch Text, 6; Close Read, 14, 15; Infer Point of View, 318</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 67–68 myPerspectives Plus>Reading Skills and Literary Analysis>Character and Characterization</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Integration of Knowledge and Ideas	
Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium. RL.7	<p>SE/TE: “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; A Christmas Carol / Scrooge, 302–303</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 74–75</p>
Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. RL.7.9	<p>SE/TE The Grapes of Wrath, 463; “Surviving the Dust Bowl” / The Grapes of Wrath, 466–467</p> <p>TE only: Analyze Cultural Context, 469</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 81–82</p>
Range of Reading and Level of Text Complexity	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. RL.7.10	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: 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; “Two Kinds,” 13; “Mother to Son” / “To James,” 96; “Dark They Were, and Golden-Eyed,” 127; “Dark They Were, and Golden-Eyed” (radio play), 147; <i>A Christmas Carol: Scrooge and Marley</i>, Acts I and II, 235, 265; Scrooge, 299; Scrooge, 299; “Thank You, M’am,” 315; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 404; “He—y, Come On Ou—t!” 421; from <i>The Grapes of Wrath</i>, 457; “The Circuit,” 469</p> <p>TE 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>>Standards Practice>Grade 7 Common Core Companion Workbook, 88–89</p>

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**A Correlation of myPerspectives English Language Arts ©2022 to the
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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Reading Standards for Informational Text RI.7	
Key Ideas and Details	
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1	<p>SE/TE: “A Simple Act,” 38; “Tutors Teach Seniors New High-Tech Tricks,” 67; from <i>Mom & Me & Mom</i>, 78; <i>An American Childhood</i>, 329; <i>Silent Spring</i>, 366; from <i>The Story of My Life</i>, 510; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every informational text selection.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 96–97, 103</p>
Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. RI.7.2	<p>SE/TE: [Central Ideas and Their Development] “Tutors Teach Seniors New High-Tech Tricks,” 67; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 179; from <i>An American Childhood</i>, 329; from <i>Silent Spring</i>, 367; [Summary] Notebook, 76, 177, 366; Unit Introductions, 8, 122, 230, 358, 448</p> <p><i>In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 45, 157, 327, 381, 523).</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 7 Common Core Companion Workbook, 109–117</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
<p>Analyze the interactions between individuals, events and ideas over the course of a text. RI.7.3</p>	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 67; Mom & Me & Mom, 78; from <i>An American Childhood</i>, 329; An American Childhood, 329; “A Work in Progress,” 500; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 122–123</p>
<p>Craft and Structure</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone. RI.7.4</p>	<p>SE/TE: “A Simple Act,” 39; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; from <i>Silent Spring</i>, 367; “A Work in Progress,” 501; from <i>The Story of My Life</i>, 509, 510</p> <p><i>In addition, students address this standard in the Concept Vocabulary features which appear with every literature selection.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 129–130, 136</p>
<p>Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas. RI.7.5</p>	<p>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,” 525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 142–143</p>

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**A Correlation of myPerspectives English Language Arts ©2022 to the
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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
<p>Determine an author’s perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others. RI.7.6</p>	<p>SE/TE: “A Simple Act,” 39; from <i>An Invisible Thread</i>, 47; <i>Danger! This Mission to Mars Could Bore You to Death!</i>,” 159; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 179; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; from <i>The Story of My Life</i>, 510 “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 525</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 149–150, 156</p>
<p>Integration of Knowledge and Ideas</p>	
<p>Compare/contrast a print to a non-print version of a text, analyzing each media’s portrayal of the subject and its impact on the audience. RI.7.7</p>	<p>SE/TE: from <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84–85; Nobel Speech (text) / Nobel Speech (video), 390–391; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 162–163</p>
<p>Identify 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. RI.7.8</p>	<p>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>, 383; Academic Vocabulary: Argument, 355; Summary, 358 TE only: Launch Text: Argument Model, 356</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 169-170</p>
<p>Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts. RI.7.9</p>	<p>SE/TE: “A Simple Act” / <i>An Invisible Thread</i>, 50; from <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84–85; from <i>Silent Spring</i>, 363; Nobel Speech (text), / Nobel Speech (video), 390–391; “Whole-Class Performance Task, Unit 4: 392; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 167-177</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Range of Reading and Level of Text Complexity	
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. RI.7.10</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: 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; “A Simple Act,” 32; An Invisible Thread, 42; “Tutors Teach Seniors New High-Tech Tricks,” 62; Mom & Me & Mom, 70; “Learning to Love My Mother,” 80; “Mother-Daughter Drawings,” 86; “<i>Danger! This Mission to Mars Could Bore You to Death!</i>” 153; “<i>Future of Space Exploration Could See Humans on Mars, Alien Planets,</i>” 175; “<i>Ellen Ochoa: Director, Johnson Space Center,</i>” 201; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204; An American Childhood, 324; “Urban Farming Is Growing a Greener Future,” 333; Silent Spring, 363; Nobel Speech, 372; Nobel Speech (video), 386; “Eagle Tracking at Follensby Pond,” 413; “Surviving the Dust Bowl,” 453; “A Work in Progress,” 493; The Story of My Life, 504; from The Story of My Life, 505; “How Helen Keller Learned to Talk,” 513; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 519</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 183-184</p>
Composition C.7	
Text Types and Purposes	
<p>Compose arguments to support claims with clear reasons and relevant evidence. C.7.1</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2, 164–169, Unit 4: 392– 394; Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; “<i>Danger! This Mission to Mars Could Bore You to Death!</i>” 162; Silent Spring, 370; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / The Grapes of Wrath, 466–367</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
	Workbook, 191–201
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.7.1a	<p>SE/TE: Scrooge, 303; Whole-Class Performance Task, Unit 2, 164–169, Unit 4: 392– 394; Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 191–201</p>
Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. C.7.1b	<p>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; Silent Spring, 370; Nobel Speech (text) / Nobel Speech (video), 391; “Surviving the Dust Bowl” / The Grapes of Wrath, 466</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 191–201</p>
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C.7.1c	<p>SE/TE: Whole-Class Performance Task, Unit 2: 165, Unit 4: 393; Performance- Based Assessment, Unit 2: 219, Unit 4: 437; “Danger! This Mission to Mars Could Bore You to Death!” 162; Silent Spring, 370; Nobel Speech (text) / Nobel Speech (video), 390– 391; “Surviving the Dust Bowl” / The Grapes of Wrath, 466–467</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 191–201</p>
Use transitions to create cohesion and clarify the relationships among claims. C.7.1d	<p>SE/TE: Whole-Class Performance Task, Unit 2: 166, 169, Unit 4: 396; Silent Spring, 370; Nobel Speech (text) / Nobel Speech (video), 391; “Surviving the Dust Bowl” / The Grapes of Wrath, 467</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Establish and maintain a task appropriate writing style. C.7.1e	<p>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2: 168–169, Unit 4: 394; Silent Spring, 370</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 196</p>
Provide a concluding statement or section that supports the argument presented. C.7.1f	<p>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; Whole-Class Performance Task, Unit 2: 166, Unit 4: 396</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 197</p>
With some guidance, 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. C.7.1g	<p>SE/TE: Whole-Class Performance Task, Unit 2, 164–169, Unit 4: 392– 394; Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 191–201</p>
Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. C.7.2	<p>SE/TE: An Invisible Thread, 50–51; “Learning to Love My Mother,” 84–85; “Dark They Were, and Golden-Eyed,” 150–151; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 211; A Christmas Carol: Scrooge and Marley, Act II, 296; Scrooge, 302–303; Whole-Class Performance Task, Unit 3: 304-309, Unit 5: 482-487; Small-Group Performance Task, Unit 3: 340–341; Unit 5: 528–529; Performance-Based Assessment, Unit 3: 347–349; Unit 5: 535–537; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 480; The Story of My Life / “How Helen Keller Learned to Talk,” 516–5177; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527; Resources Tool Kit: Informative, R12–R17</p> <p>Digital Resources:</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
	<i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 202–213
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.7.2a	<p>SE/TE: Scrooge, 303; Whole-Class Performance Task, Unit 3: 304-309, Unit 5: 482-487; Small-Group Performance Task, Unit 3: 340–341; Unit 5: 528–529; Performance-Based Assessment, Unit 3: 347–349; Unit 5: 535–537; Resources Tool Kit: Informative, R12–R17</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 202–213</p>
Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multi-media when useful to aiding comprehension. C.7.2b	<p>SE/TE: “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; A Christmas Carol: Scrooge and Marley, 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; The Story of My Life / “How Helen Keller Learned to Talk,” 517; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 202–213</p>
Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C.7.2c	<p>SE/TE: An Invisible Thread, 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; A Christmas Carol: Scrooge and Marley, Act II, 296; Scrooge, 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; The Story of My Life / “How Helen Keller Learned to Talk,” 517; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 202–213</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. C.7.2d	<p>SE/TE: An Invisible Thread, 51; “Learning to Love My Mother,” 85; Whole-Class Performance Task, Unit 3: 306, Unit 5: 483</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 202–213</p>
Use precise language and domain-specific vocabulary to inform about or explain the topic. C.7.2e	<p>SE/TE: “Dark They Were, and Golden-Eyed,” 151; A Christmas Carol: Scrooge and Marley, Act II 296; Scrooge, 303; Whole-Class Performance Task, Unit 3: 307–308, Unit 5: 486</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 207</p>
Establish and maintain a formal style. C.7.2f	<p>SE/TE: A Christmas Carol: Scrooge and Marley, Act II, 296; Whole-Class Performance Task, Unit 3: 309, Unit 5: 486</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 207</p>
Provide a concluding statement or section that follows from and supports the information or explanation presented. C.7.2g	<p>SE/TE: “Dark They Were, and Golden-Eyed,” 151; A Christmas Carol: Scrooge and Marley, Act II, 296; Scrooge, 303; Whole-Class Performance Task, Unit 3: 308; Unit 5: 484</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 208</p>
With some guidance, 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. C.7.2h	<p>SE/TE: Scrooge, 303; Whole-Class Performance Task, Unit 3: 304-309, Unit 5: 482-487; Small-Group Performance Task, Unit 3: 340–341; Unit 5: 528–529; Performance-Based Assessment, Unit 3: 347–349; Unit 5: 535–537; Resources Tool Kit: Informative, R12–R17</p> <p>Digital Resources:</p>

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	<i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 202–213
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. C.7.3	<p>SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, 52–56; “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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 218</p>
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.7.3a	<p>SE/TE: Whole-Class Performance Task, 52–56; Performance-Based Assessment, 111-112</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 218</p>
Engage 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. C.7.3b	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 214–224</p>
Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. C.7.3c	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 218</p>
Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. C.7.3d	<p>SE/TE: Whole-Class Performance Task, Unit 1: 52, 54; “Thank You, Ma’am,” 323</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 218</p>

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Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events. C.7.3e	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 218</p>
Provide a conclusion that follows from and reflects on the narrated experiences or events. C.7.3f	<p>SE/TE: Whole-Class Performance Task, Unit 1: 52, 56; “The Last Dog,” 199; “He—y, Come On Ou—t!,” 429</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 220</p>
With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.7.3g	<p>SE/TE: Whole-Class Performance Task, 52–56; Performance-Based Assessment, 111-112</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 218</p>
Production and Distribution	
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. C.7.4	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Learning to Love My Mother,” 85; Whole-Class Performance Task, Unit 3: 309, Unit 4: 392, 397; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; “Urban Farming Is Growing a Greener Future,” 339; Silent Spring, 371; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527; Whole-Class Performance Task: Present Multimedia Profiles, 528–529; Performance-Based Assessment, Unit 5: 538; Conducting Research, R24–R26</p> <p>TE only: Digital Perspectives, 336; Finding Trustworthy Sources, 393</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 245–246, 252</p>

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<p>Research to Build and Present Knowledge</p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. C.7.5</p>	<p>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 Curiosity,” 211; A Christmas Carol: Scrooge and Marley, Act II, 297; “Urban Farming Is Growing a Greener Future,” 338; Silent Spring, 371; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 481; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527; Conducting Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 335, 356, 364, 372, 415, 453, 457, 468</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 258–259, 262 <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons>Research Writing - Middle School</p>

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<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. C.7.6</p>	<p>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 Curiosity,” 211; “Urban Farming Is Growing a Greener Future,” 338; Silent Spring, 371; Whole-Class Performance Task, Unit 4: 397; “Eagle Tracking at Follensby Pond,” 419; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527; Conducting Research, R24–R33 TE only: Cross-Curricular Perspectives, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 335, 356, 364, 372, 415, 453, 457, 468</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 365–278 <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons>Integrating Quotations, Citations, and Images - Middle School >Research Writing - Middle School >Sources and Evidence - Middle School</p>
<p>Range of Writing</p> <p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. C.7.7</p>	<p>SE/TE: 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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 287–296</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Language L.7	
Conventions of Standard English	
In both written and oral expression: L.7.1	SE/TE: “A Simple Act,” 40; “Tutors Teach Seniors New High-Tech Tricks,” 68; Mom & Me & Mom, 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 Curiosity,” 210; A Christmas Carol: Scrooge and Marley, Act I, 263; “Thank You, M’am,” 322; Silent Spring, 368; Nobel Speech, 384; “A Work in Progress,” 502; Handbook R57–R63
Create sentences using correctly placed clauses and phrases. L.7.1a	SE/TE: Mom & Me & Mom, 79; “Thank You, M’am,” 322; Performance Task: Unit 4, 395; An American Childhood, 330; Nobel Speech, 384; from <i>The Story of My Life</i> , 511; Phrases and Clauses, R58–R59 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 337–338 <i>myPerspectives Plus</i> >Conventions>Interactive Grammar Practice Lessons>Modifiers: Misplaced and Dangling
Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. L.7.1b	SE/TE: A Christmas Carol: Scrooge and Marley, Act II, 295; Whole-Class Performance Task, Unit 3: 307; Grammar Handbook, R59 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 335–336 <i>myPerspectives Plus</i> >Conventions>Interactive Grammar Practice Lessons>Sentences: Complex and Compound-Complex

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When writing: L.7.2	<p>SE/TE: “Two Kinds,” 28; An Invisible Thread, 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 Curiosity,” 210; An American Childhood, 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; Grammar Handbook, R64–R66</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons</p>
Demonstrate appropriate use of a comma to separate coordinate adjectives. L.7.2a	<p>SE/TE: An Invisible Thread, 48; “The Circuit,” 479; Whole-Class Performance Task, Unit 5: 485, 487; Grammar Handbook, R64</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Punctuation: Commas to Separate Items in Series and Coordinate Adjectives</p>
Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. L.7.2b	<p>SE/TE: An Invisible Thread, 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; Scrooge, 303; Whole-Class Performance Task, Unit 1: 57, Unit 2: 169, Unit 3: 309, Unit 4: 397</p> <p>TE only: Review and Revise, 51; Editing and Proofreading, 57, 309</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 341–342 <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Nouns: Singular and Plural</p>

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Kentucky Academic Standards Reading and Writing 2019, Grade 7	myPerspectives English Language Arts Grade 7
Knowledge of Language	
Use knowledge of language and its conventions when writing, speaking, reading or listening. L.7.3	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 68; Whole-Class Performance Task, Unit 2: 167, Unit 3: 307, Unit 4: 395; Unit 5: 485; “The Last Dog,” 198; Silent Spring, 368</p> <p><i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning selections.</i></p>
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.7.3a	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 343–344</p>
Vocabulary Acquisition and Use	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. L.7.4	<p>SE/TE: “Two Kinds,” 28; “A Simple Act,” 40; An Invisible Thread, 48; “Tutors Teach Seniors New High-Tech Tricks,” 62, 66; Mom & Me & Mom, 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; A Christmas Carol: Scrooge and Marley, Act I, 262; A Christmas Carol: Scrooge and Marley, Act II, 294; “Thank You, M’am,” 320; An American Childhood, 328; Silent Spring, 368; Nobel Speech, 384; Nobel Speech (video), 389; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402, 408; “He—y, Come On Ou—t!” 420, 426; The Grapes of Wrath, 464; “The Circuit,” 478; “A Work in Progress,” 492, 500; The Story of My Life,</p>

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(Continued)	504, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518, 524 TE only: Multiple Meanings, 34, 132, 137, 237, 469, 522 (Continued) Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 345–352 <i>Students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i>
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. L.7.4a	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 Ou—t!,” 420; “The Circuit,” 478; “A Work in Progress,” 492; The Story of My Life: 504; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518 TE only: Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 44, 70 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 345–346
Use Greek and Latin affixes and roots as clues to the meaning of a word. L.7.4b	SE/TE: “Two Kinds,” 28; An Invisible Thread, 48; Mom & Me & Mom, 77; “Danger! This Mission to Mars Could Bore You to Death!” 160; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; A Christmas Carol: Scrooge and Marley, Act I, 262; A Christmas Carol: Scrooge and Marley, Act II, 294; Nobel Speech, 384; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 408; “He—y, Come On Ou—t!” 426; The Grapes of Wrath, 464; “The Circuit,” 478; “A Work in Progress,” 500 The Story of My Life, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524 Digital Resources:

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	<p><i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 347–348</p>
<p>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.7.4c</p>	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 66; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 208; A Christmas Carol: Scrooge and Marley, Act I, 262; A Christmas Carol: Scrooge and Marley, 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</p> <p>TE only: Vocabulary Development, 70, 244; Personalize for Learning, 14, 216; Technical Vocabulary, 325, 326; Concept Vocabulary, 402, 406, 497, 498</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 349–350</p>
<p>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. L.7.4d</p>	<p>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; Scrooge, 298, 301; “Urban Farming Is Growing a Greener Future,” 332; “Eagle Tracking at Follensby Pond,” 412, 418; “Surviving the Dust Bowl,” 455; The Grapes of Wrath, 464; “How Helen Keller Learned to Talk,” 512, 515</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 359–360</p> <p><i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p>

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Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.7.5	<p>SE/TE: An Invisible Thread, 48; “Mother to Son” / “To James,” 100, 102; “Dark They Were, and Golden-Eyed,” 143, 144; “The Last Dog,” 196; A Christmas Carol: Scrooge and Marley, Act II, 294; An American Childhood, 328; Literary Handbook, R45–R49</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 353–358</p>
Interpret figurative language, including but not limited to allusions, in context. L.7.5a	<p>SE/TE: “Dark They Were, and Golden-Eyed,” 143; “The Last Dog,” 196; from Silent Spring, 367; Nobel Speech, 380</p> <p>TE only: Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150; Analyze Similes, 404; Close Read, 137, 472</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 353–354</p>
Use the relationship between particular words to improve understanding. L.7.5b	<p>SE/TE: An Invisible Thread, 48; A Christmas Carol: Scrooge and Marley, Act II, 294; An American Childhood, 324, 328; Silent Spring, 368</p> <p>TE only: Concept Vocabulary, 182; Word Analysis, 272</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 7 Common Core Companion Workbook, 355–356</p>
Distinguish among the connotations of words with similar denotations. L.7.5c	<p>SE/TE: “A Simple Act,” 39; “Mother to Son” / “To James,” 100; “Dark They Were, and Golden-Eyed,” 144; from Silent Spring, 367</p> <p>TE only: Connotations, 510</p> <p>Digital Resources:</p>

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	<i>myPerspectives Plus</i> >Standards Practice>Grade 7 Common Core Companion Workbook, 357–358

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