

## A Correlation of



**Grade 7, ©2017**

To the

**Massachusetts Curriculum Framework  
2017 English Language Arts**

# A Correlation of *myPerspectives* ©2017, Grade 7 to the Massachusetts Curriculum Framework 2017 English Language Arts

## Introduction

This document demonstrates how *myPerspectives*<sup>™</sup> *English Language Arts* meets the objectives of **Massachusetts Curriculum Framework 2017 English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title, and page reference.

*myPerspectives*<sup>™</sup> *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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<b>Grade 7 Reading Standards</b>	
<b>Grade 7 Reading Standards for Literature [RL]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)</p>	<p><b>SE/TE:</b> “Mother to Son” / “To James,” 100; <i>A Christmas Carol: Scrooge and Marley, Acts I, II</i>, 245, 292; <i>Scrooge</i>, 301; “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><u>Additional Resources</u> SE/TE: “Two Kinds,” 26; “Thank You, M’am,” 321; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; <i>Other Resources: Common Core Companion</i>, 2–3, 9; <i>Small-Group Learning Strategies</i>, 58, 170, 310, 398, 488; <i>Tool Kit</i>, R27, R30, R31</p>
<p><b>2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.</p>	<p><b>SE/TE: [Theme]</b> “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; <i>The Grapes of Wrath</i>, 463; “The Circuit,” 477; <b>[Summary]</b> “Dark They Were, and Golden-Eyed,” 141; <b>Other Resources:</b> <i>Common Core Companion</i>, 15–16</p>
<p><b>3.</b> Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>SE/TE:</b> “The Last Dog,” 197; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 261; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 293; “Thank You, M’am,” 321; -from <i>The Grapes of Wrath</i>, 463</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 28–29; 35</p>

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<b>Craft and Structure</b>	
<p><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>SE/TE:</b> “Mother to Son” / “To James,” 100, 102; “Dark They Were, and Golden-Eyed,” 142, 143; <i>A Christmas Carol: Scrooge and Marley</i>, Acts I, II, 236, 245, 247, 260, 286; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 405, 410; from <i>The Grapes of Wrath</i>, 465; <b>Other Resources:</b> Common Core Companion, 41–42</p> <p><u>Additional Resources</u>  <i>Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme</i></p>
<p><b>5.</b> Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).</p>	<p><b>SE/TE:</b> “Mother to Son” / “To James,” 102; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 261; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 293; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409; <b>Other Resources:</b> Common Core Companion, 54–55; myPerspectives+ Reading Skills and Literary Analysis: Reading Drama  <b>TE Only:</b> “An Hour with Abuelo,” 108F; “The Last Dog,” 182C</p>
<p><b>6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>SE/TE:</b> “Two Kinds,” 27, 30; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409; <b>Other Resources:</b> Common Core Companion, 67–68; Reading Skills and Literary Analysis: Point of View</p> <p><u>Additional Resources</u>  <i>Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization</i></p>

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<b>Integration of Knowledge and Ideas</b>	
<b>7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	<b>SE/TE:</b> “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; <i>A Christmas Carol / Scrooge</i> , 302–303; <b>Other Resources:</b> Common Core Companion, 74–75
<b>8.</b> (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts.
<b>9.</b> 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.	<b>SE/TE:</b> from <i>The Grapes of Wrath</i> , 463; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i> , 466–467; <b>Other Resources:</b> Common Core Companion, 81–82
<b>10.</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See more on qualitative and quantitative dimensions of text complexity.)	<b>SE/TE:</b> Share Your Independent Learning: Unit 1: 110, Unit 2: 218, Unit 3: 346, Unit 4: 436, Unit 5: 534

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<b>Grade 7 Reading Standards for Informational Text [RI]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 67; from <i>Mom &amp; Me &amp; Mom</i>, 78; “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>,” 211; from <i>An American Childhood</i>, 329; “Eagle Tracking at Follensby Pond,” 419; “A Work in Progress,” 503; from <i>The Story of My Life</i>, 510</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 96–97, 103; <i>Small-Group Learning Strategies</i>, 58, 170, 310, 398, 488; <i>Tool Kit</i>, R27, R30, R31</p>
<p><b>2.</b> Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.</p>	<p><b>SE/TE: [Central Idea(s)]</b> “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; <b>[Summary]</b> Unit Introductions, 8, 122, 230, 358, 448</p> <p><u>Additional Resources</u> <i>SE/TE: 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><b>3.</b> 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).</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 67; from <i>An American Childhood</i>, 329 <b>Other Resources:</b> <i>Common Core Companion</i>, 122–123</p>

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<b>Craft and Structure</b>	
<p><b>4.</b> 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. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>SE/TE:</b> “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><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 129–130; 136</p>
<p><b>5.</b> Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.</p>	<p><b>SE/TE:</b> “Danger! This Mission to Mars Could Bore You to Death!,” 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><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 142–143</p>
<p><b>6.</b> 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.</p>	<p><b>SE/TE:</b> “A Simple Act,” 39; from <i>An Invisible Thread</i>, 47; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; “A Work in Progress,” 500; from <i>The Story of My Life</i>, 510</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 149–150; 156</p>
<b>Integration of Knowledge and Ideas</b>	
<p><b>7.</b> Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>SE/TE:</b> from <i>Mom &amp; Me &amp; 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; <b>Other Resources:</b> <i>Common Core Companion</i>, 162–163</p>
<p><b>8.</b> 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.</p>	<p><b>SE/TE:</b> “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; <i>Nobel Speech</i>, 383; <b>Other Resources:</b> <i>Common Core Companion</i>, 169–170</p>



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<p><b>9.</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>SE/TE:</b> “A Simple Act” / from <i>An Invisible Thread</i>, 50; from <i>Mom &amp; Me &amp; Mom</i> / “Learning to Love My Mother,” 84–85; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517; <b>Other Resources:</b> Common Core Companion, 176–177</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>10.</b> Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p><b>SE/TE:</b> Share Your Independent Learning: Unit 1: 110, Unit 2: 218, Unit 3: 346, Unit 4: 436, Unit 5: 534</p>
<p><b>Grade 7 Writing Standards [W]</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p><b>1.</b> Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p>	
<p><b>a.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 164–166; 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; <b>Other Resources:</b> Interactive Writing Lessons: Argumentative Writing—Middle School</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “Danger! This Mission to Mars Could Bore You to Death!” 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessments</i>, 219–220, 437–438; <i>Other Resources:</i> <i>Common Core Companion</i>, 191–201</p>

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<p><b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 165; Nobel Speech (text) / Nobel Speech (video), 390–391; Unit 4: 392–394; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; <b>Other Resources:</b> Interactive Research Lessons: Sources and Evidence—Middle School</p> <p><u>Additional Resources</u> <i>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; from Silent Spring, 370; Other Resources: Common Core Companion, 191-201</i></p>
<p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 166, 396; Nobel Speech (text) / Nobel Speech (video), 391</p> <p><u>Additional Resources</u> <i>SE/TE: Unit 4: 394; from Silent Spring, 370; Other Resources: Common Core Companion, 191-201</i></p>
<p><b>d.</b> Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 168–169, 394; <b>Other Resources:</b> Common Core Companion: 196</p>
<p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 166, 396; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 467; <b>Other Resources:</b> Common Core Companion: 197</p>

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<p><b>2.</b> Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
<p><b>a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 305–306, 483–484; Small-Group Performance Task, 340–341; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517</p> <p><u>Additional Resources</u> SE/TE: “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 296; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527; <i>Other Resources: Common Core Companion</i>, 202–213</p>
<p><b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>SE/TE:</b> from <i>An Invisible Thread</i>, 50–51; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 296; Whole-Class Performance Tasks, 305, 483–484; “Eagle Tracking at Follensby Pond,” 419</p> <p><u>Additional Resources</u> SE/TE: “Learning to Love My Mother,” 84–85; “Dark They Were, and Golden-Eyed,” 151; “The Circuit,” 480; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 51; <i>Other Resources: Common Core Companion</i>, 202–213</p>
<p><b>c.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>SE/TE:</b> from <i>An Invisible Thread</i>, 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; Whole-Class Performance Tasks, 306, 484</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 202–213</p>
<p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>SE/TE:</b> <i>Scrooge</i>, 303; Whole-Class Performance Tasks, 307–308, 483 <b>Other Resources:</b> <i>Common Core Companion</i>: 207</p>

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<b>e.</b> Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	<b>SE/TE:</b> <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; Whole-Class Performance Task, 309, 486; <b>Other Resources:</b> Common Core Companion: 207
<b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>SE/TE:</b> "Dark They Were, and Golden-Eyed," 151; Whole-Class Performance Tasks, 308, 484, 486; <b>Other Resources:</b> Common Core Companion: 208  <i>Additional Resources</i> <i>SE/TE:</i> <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 296; <i>Scrooge</i> , 303
<b>3.</b> Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	
<b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.	<b>SE/TE:</b> "Two Kinds," 30; Whole-Class Performance Task, 53–56; "Mother to Son" / "To James," 103; "Thank You, M'am," 323; "He—y, Come On Ou—t!" 429  <i>Additional Resources</i> <i>Other Resources:</i> <i>Common Core Companion:</i> 214–224
<b>b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Whole-Class Performance Task, 53, 55; "Mother to Son" / "To James," 103; "The Last Dog," 199; "He—y, Come On Ou—t!" 429; <b>Other Resources:</b> Common Core Companion: 218
<b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>SE/TE:</b> Whole-Class Performance Task, 54; "Thank You, M'am," 323; <b>Other Resources:</b> Common Core Companion: 218

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<p><b>d.</b> Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.</p>	<p><b>SE/TE:</b> “Two Kinds,” 30; Whole-Class Performance Task, 55, 56; “Mother to Son” / “To James,” 103; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion: 218</i></p>
<p><b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 56; “The Last Dog,” 199; “He—y, Come On Ou—t!,” 429; <b>Other Resources:</b> Common Core Companion, 220</p>
<p><b>Production and Distribution of Writing</b></p>	
<p><b>4.</b> 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.)</p>	<p><b>SE/TE:</b> <i>Scrooge</i>, 303; Whole-Class Performance Tasks, 52–57, 164–169, 304–309, 392–397, 482–487</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 225–226; Performance-Based Assessments: 348, 438, 536</i></p>

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<p><b>5.</b> 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.</p>	
<p><b>a.</b> Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).</p>	<p><b>SE/TE:</b> from <i>Silent Spring</i>, 369–370; “He—y, Come On Ou—t!,” 428; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 526; Whole-Class Performance Tasks: 57, 167–169, 307, 309, 395–397, 485, 487; Grammar Handbook, R64–R66</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> “Two Kinds,” 29, 30; “A Simple Act,” 41; from <i>An Invisible Thread</i>, 49, 51; “Tutors Teach Seniors New High-Tech Tricks,” 68; from <i>Mom &amp; Me &amp; Mom</i>, 79; “Dark They Were, and Golden-Eyed,” 145; “Danger! This Mission to Mars Could Bore You to Death!” 161, 162; “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; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 263; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 295, 296, 303; “Thank You, M’am,” 322; <i>An American Childhood</i>, 330; Nobel Speech, 385; “The Circuit,” 479, 480; “A Work in Progress,” 502; <i>The Story of My Life</i>, 511; Whole-Class Performance Task, 307, 309; Grammar Handbook, R57–R63</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>

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<p><b>b.</b> Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).</p>	<p><b>SE/TE:</b> “Two Kinds,” 30; from <i>An Invisible Thread</i>, 51; Whole-Class Performance Task, 54, 55, 56, 166, 168, 306, 307–308, 396, 483, 484; “Learning to Love My Mother,” 85; “Mother to Son” / “To James,” 103; “Dark They Were, and Golden-Eyed,” 151; <i>Scrooge</i>, 303; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429; <i>Silent Spring</i>, 370; Nobel Speech (text) / Nobel Speech (video), 391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 467; <b>Other Resources:</b> <i>Common Core Companion</i>, 191-201, 202–213, 218</p>
<p><b>6.</b> Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 309, 392, 397; “Urban Farming Is Growing a Greener Future,” 339; Tool Kit: Research, R25, R26; <b>Other Resources:</b> <i>Common Core Companion</i>, 245–246; 252</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>SE/TE:</b> <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 297; “Urban Farming Is Growing a Greener Future,” 339; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 481; Tool Kit: Research, R24–R33; <b>Other Resources:</b> myPerspectives+ Interactive Research Lessons: Research Writing–Middle School</p> <p><u><i>Additional Resources</i></u> <i>Other Resources: Common Core Companion</i>, 258–259; 262</p>

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<p><b>8.</b> When conducting research, 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.</p>	<p><b>SE/TE:</b> “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; “Urban Farming Is Growing a Greener Future,” 339; Whole-Class Performance Task, Unit 4: 397; Tool Kit: Research, R25, R26; <b>Other Resources:</b> myPerspectives+ Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Research Writing—Middle School; Interactive Research Lessons: Sources and Evidence—Middle School; Interactive Research Lessons</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 265–278</i></p>
<p><b>9.</b> Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.</p>	<p><b>SE/TE:</b> “A Simple Act” / from <i>An Invisible Thread</i>, 50–51; from <i>Mom &amp; Me &amp; Mom</i> / “Learning to Love My Mother,” 84–85; “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; <i>A Christmas Carol: Scrooge and Marley</i> / from <i>Scrooge</i>, 302–303; Performance Task, 304–309; from <i>Silent Spring</i>, 370; Nobel Speech (text) / Nobel Speech (video), 390–391; Performance Task, 392–397; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467 “The Circuit,” 480; Performance Task, 482–487; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517</p> <p><u>Additional Resources</u> <i>SE/TE: “Two Kinds,” 30; Performance Task, 164–169; “Thank You, M’am,” 323; Other Resources: Common Core Companion, 279–280, 283–284</i></p>



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<b>Range of Writing</b>	
<b>10.</b> 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.	<b>SE/TE:</b> Whole-Class Performance Tasks, 52, 164, 304, 392, 482; Performance-Based Assessments, 112, 220, 348, 438, 536; “The Last Dog,” 199  <i>Other Resources: Common Core Companion, 287–296</i>
<b>Grade 7 Speaking and Listening Standards [SL]</b>	
<b>Comprehension and Collaboration</b>	
<b>1.</b> 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 clearly expressing their own.	
<b>a.</b> 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. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	<b>SE/TE:</b> “Mother-Daughter Drawings,” 93; Small-Group Performance Tasks, 104–105, 430–431, 529; <b>Other Resources:</b> Common Core Companion, 298–303  <u><i>Additional Resources</i></u> <i>SE/TE: from An American Childhood, 331; “A Work in Progress,” 503</i>
<b>b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> Small-Group Performance Task, 104; from <i>An American Childhood</i> , 331; “A Work in Progress,” 503; Working as a Team, 60, 172, 312, 400, 490; <b>Other Resources:</b> Common Core Companion, 298–303
<b>c.</b> 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.	<b>SE/TE:</b> “Tutors Teach Seniors New High Tech Tricks,” 69; from <i>An American Childhood</i> : 331; <b>Other Resources:</b> Common Core Companion, 298–303  <i>In addition, students address this standard in the Unit Introduction Launch Activity features and in Small Group Learning Working as a Team features.</i>  <u><i>Additional Resources</i></u> <i>SE/TE: “The Circuit,” 481; “A Work in Progress,” 503</i>

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<b>d.</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SE/TE:</b> “Thank You, M’am,” 323; from <i>An American Childhood</i> , 33; <b>Other Resources:</b> Common Core Companion, 298–303
<b>2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>SE/TE:</b> “Mother-Daughter Drawings,” 92; Small-Group Performance Task, 104, 340–341, 430; “Urban Farming Is Growing a Greener Future,” 338; <b>Other Resources:</b> Common Core Companion, 305–306  <i>Additional Resources</i> <i>SE/TE:</i> “Learning to Love My Mother,” 83; “Eagle Tracking at Follensby Pond,” 418; <i>Other Resources:</i> Common Core Companion: 305–306
<b>3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SE/TE:</b> Nobel Speech (video), 389; Nobel Speech (text) / Nobel Speech (video), 390; Small-Group Performance Task, 431 <b>Other Resources:</b> myPerspectives+: Conversations and Discussions—Middle School: Evaluating Presentations; Common Core Companion: 309–310, 314
<b>Presentation of Knowledge and Ideas</b>	
<b>4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)	<b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 69; Small-Group Performance Tasks, 105, 213, 341; “Danger! This Mission to Mars Could Bore You to Death!” 163  <i>Additional Resources</i> <i>SE/TE:</i> from <i>Silent Spring</i> , 371; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 411; “The Circuit,” 481; <i>Performance Tasks</i> , 430–431, 529; <i>Other Resources:</i> myPerspectives+: <i>Conversations and Discussions—Middle School: Giving a Presentation</i> ; Common Core Companion: 316–317, 320

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<p><b>5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 69; “Mother-Daughter Drawings,” 93; “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 Tasks, 213, 341</p> <p><i>Additional Resources</i> SE/TE: from <i>Silent Spring</i>, 371; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 411; “The Circuit,” 481; <i>Performance Tasks</i>, 430–431, 529; <i>Other Resources: myPerspectives+:</i> <i>Conversations and Discussions—Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</i></p>
<p><b>6.</b> 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.)</p>	<p><b>SE/TE:</b> Performance Tasks: 341, 529; <b>Other Resources:</b> myPerspectives+: <i>Conversations and Discussions—Middle School: Group Discussions—Skills and Guidelines; Common Core Companion: 325–326, 329</i></p>
<p><b>Grade 7 Language Standards [L]</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p>	
<p><i>Sentence Structure, Variety, and Meaning</i></p>	
<p><b>a.</b> Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.</p>	<p><b>SE/TE:</b> from <i>Mom &amp; Me &amp; Mom</i>, 79; Whole-Class Performance Task, 167; “Thank You, M’am,” 322; <i>Nobel Speech</i>, 385; <b>Other Resources:</b> Common Core Companion, 333–334; myPerspectives+, <i>Interactive Grammar Practice Lessons—Clauses: Main, Subordinate, and Relative</i></p> <p><i>Additional Resources</i> SE/TE: from <i>An American Childhood</i>, 330; <i>Grammar Handbook</i>, R58–R59, R61</p>

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<p><b>b.</b> Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).<sup>17</sup></p>	<p><b>SE/TE:</b> “Two Kinds,” 29, 30; “Mother-Daughter Drawings,” 87 (TE) <b>TE Only:</b> “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” English Language Support, 204C</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R57, R60</p>
<p><b>c.</b> Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.</p>	<p><b>SE/TE:</b> “Two Kinds,” 29, 30; from <i>An Invisible Thread</i>, 47</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R57, R60</p>
<p><b>d.</b> Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.<sup>17</sup></p>	<p><b>SE/TE:</b> from <i>Mom &amp; Me &amp; Mom</i>, 79; “Thank You, M’am,” 322; <i>Nobel Speech</i>, 385; <b>Other Resources:</b> Common Core Companion, 333–334; myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Main, Subordinate, and Relative</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R58-R59</p>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>a.</b> Use a comma to separate coordinate adjectives (e.g., <i>a fascinating, enjoyable movie</i>).</p>	<p><b>SE/TE:</b> from <i>An Invisible Thread</i>, 49; “The Circuit,” 479; Whole-Class Performance Tasks, 56, 485; <b>Other Resources:</b> myPerspectives+, Interactive Grammar Practice Lessons—Punctuation: Commas to Separate Items in Series and Coordinate Adjectives</p> <p><u>Additional Resources</u> SE/TE: <i>Whole-Class Performance Task</i>, 486; <i>Grammar Handbook</i>, R64</p>

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<p><b>b.</b> Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks: 57, 169, 309, 397, 487; Grammar Handbook, R65–R66; <b>Other Resources:</b> Common Core Companion, 341–342; myPerspectives+, Interactive Grammar Practice Lessons—Nouns: Singular and Plural</p>
<p><b>Knowledge of Language</b></p>	
<p><b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>a.</b> Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</p>	<p><b>SE/TE:</b> “The Last Dog,” 188; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 295; Whole-Class Performance Task, 307; <b>Other Resources:</b> Common Core Companion, 335–336; myPerspectives+, Interactive Grammar Practice Lessons—Sentences: Complex and Compound-Complex</p> <p><u>Additional Resources</u> <i>SE/TE:</i> “The Last Dog,” 188; <i>Grammar Handbook</i>, R59</p>
<p><b>b.</b> Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks: 168–169, 309, 341, 394, 397, 483, 486, 487, 529; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; “A Work in Progress,” 502; <b>Other Resources:</b> myPerspectives+: Conversations and Discussions—Middle School: Group Discussions—Skills and Guidelines; Common Core Companion: 196, 207, 325–326, 329</p>

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<b>Vocabulary Acquisition and Use</b>	
<b>4.</b> 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.	
<p><b>a.</b> 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.</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 62; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 174; “Thank You, M’am,” 314; “He—y, Come On Ou—t!,” 420; <b>Other Resources:</b> Common Core Companion, 345–346</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> “Tutors Teach Seniors New High-Tech Tricks,” 64, 66; “Mother to Son” / “To James,” 94, 97, 100; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 175, 178; “The Last Dog,” 182, 184, 186, 189, 196; “Thank You, M’am,” 316, 320; “He—y, Come On Ou—t!,” 423, 424, 426; “A Work in Progress,” 492, 497, 498, 500; <i>The Story of My Life</i>, 504, 505, 506, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518, 520, 522, 524</p>
<p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p><b>SE/TE:</b> “Two Kinds,” 28; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 294; “He—y, Come On Ou—t!” 426; <i>The Story of My Life</i>, 509; <b>Other Resources:</b> Common Core Companion, 347–348</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> from <i>An Invisible Thread</i>, 48; “Tutors Teach Seniors New High-Tech Tricks,” 66; from <i>Mom &amp; Me &amp; 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; “The Last Dog,” 196; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 262; from <i>An American Childhood</i>, 328; <i>Nobel Speech</i>, 384; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 408; “A Work in Progress,” 500; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524; <i>Unit Introduction</i>, <i>Unit 1</i>: 5, <i>Unit 2</i>: 119, <i>Unit 3</i>: 227, <i>Unit 4</i>: 355, <i>Unit 5</i>: 445</p>

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<p><b>c.</b> 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.</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed,” 144; Whole-Class Performance Task, 397; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 402; <i>The Grapes of Wrath</i>, 464–465; <b>Other Resources:</b> Common Core Companion, 349–350</p> <p><u>Additional Resources</u> SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 66; <i>Mom &amp; Me &amp; Mom</i>, 77; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 208; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 262; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 294; “Thank You, M’am,” 320; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 404, 405, 406, 408; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524</p>
<p><b>d.</b> 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).</p>	<p><b>SE/TE:</b> from <i>Mom &amp; Me &amp; Mom</i>, 77; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; “Thank You, M’am,” 320; from <i>An American Childhood</i>, 328; <b>Other Resources:</b> Common Core Companion, 351–352</p> <p><u>Additional Resources</u> SE/TE: <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 244; “Turtle Watchers” / “Nature’ is what We see—” / <i>The Sparrow</i>, 406; “A Work in Progress,” 497, 498</p>
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed,” 143; “The Last Dog,” 196; Nobel Speech, 380; <i>The Story of My Life</i>, 507; <b>Other Resources:</b> Common Core Companion, 353–354</p> <p><u>Additional Resources</u> SE/TE: “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204; “Turtle Watchers” / “Nature’ is what We see—” / <i>The Sparrow</i>, 404</p>

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<p><b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><b>SE/TE:</b> "Two Kinds," 28; from <i>An Invisible Thread</i>, 48; from <i>An American Childhood</i>, 324; from <i>Silent Spring</i>, 368; <b>Other Resources:</b> Common Core Companion, 355–356</p> <p><u>Additional Resources</u> <i>SE/TE: Mom &amp; Me &amp; Mom</i>, 70; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 204; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 294</p>
<p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><b>SE/TE:</b> "A Simple Act," 39; "Mother to Son" / "To James," 100; "Dark They Were, and Golden-Eyed," 144; <i>Silent Spring</i>, 367; <b>Other Resources:</b> Common Core Companion, 357–358</p> <p><u>Additional Resources</u> <i>SE/TE: "Turtle Watchers" / "'Nature' is what We see—" / The Sparrow</i>, 410; <i>The Story of My Life</i>, 510</p>



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<p><b>6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>SE/TE:</b> Unit Introductions, 5, 119, 227; “Two Kinds,” 30; “A Simple Act,” 39; from <i>An Invisible Thread</i>, 51; Whole-Class Performance Task, 54, 55, 56, 166, 168, 306, 307–308, 396, 430–431, 483, 484, 529; “Tutors Teach Seniors New High-Tech Tricks,” 69; “Learning to Love My Mother,” 80, 83, 85; “Mother to Son” / “To James,” 100, 102, 103; Small-Group Performance Tasks, 105, 213, 341; “Dark They Were, and Golden-Eyed,” 142, 143, 151; “Danger! This Mission to Mars Could Bore You to Death!” 163; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; <i>A Christmas Carol: Scrooge and Marley</i>, Acts I, II, 236, 245, 247, 260, 286, 303; “Thank You, M’am,” 323; from <i>An American Childhood</i>, 324/328; from <i>Silent Spring</i>, 367, 370, 371; Nobel Speech (text) / Nobel Speech (video), 391; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 405, 410; “He—y, Come On Ou—t!” 429; from <i>The Grapes of Wrath</i>, 465, 467; “A Work in Progress,” 501; from <i>The Story of My Life</i>, 509, 510; <b>Other Resources:</b> Common Core Companion, 41–42, 129–130; 136, 191–201, 202–213, 218, 316–317, 320, 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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<p><b>Continued</b>  <b>6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>Continued</b>  <u>Additional Resources</u>  <i>SE/TE: "Mother-Daughter Drawings," 86, 92; "Dark They Were, and Golden-Eyed" (radio play), 146, 149; "Ellen Ochoa: Director, Johnson Space Center," 200, 202; Scrooge, 298, 301; Unit Goals, Unit 4: 354, Unit 5: 444; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 411; "Eagle Tracking at Follensby Pond," 412, 418; "Surviving the Dust Bowl," 452, 455; "The Circuit," 481; "How Helen Keller Learned to Talk," 512, 515; Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme; Conversations and Discussions—Middle School: Giving a Presentation</i></p>