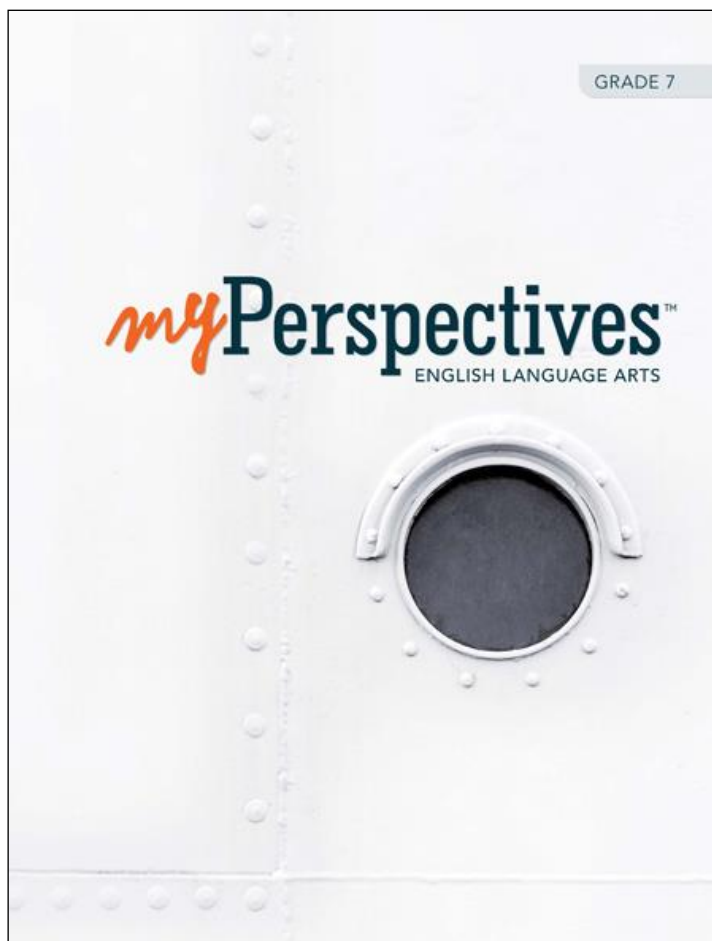


A Correlation of



Grade 7, ©2022

To the

**Minnesota
English Language Arts Standards
2020**

A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the Minnesota English Language Arts Standards 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts, ©2022* meets the objectives of **Minnesota English Language Arts Standards, 2020**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

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

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

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

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Table of Contents

R: Reading 4

W: Writing 8

LSVEI: Listening, Speaking Viewing, and Exchanging Ideas..... 11

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
R: Reading	
7.1.R2: Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	
7.1.2.1: Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.	This standard is addressed throughout <i>myPerspectives Grade 7</i> . See the following pages: SE/TE: As You Read, 6 First Read, 12, 32, 42, 62, 70, 94, 108, 126, 152, 174, 182, 204, 234, 264, 314, 324, 362, 372, 402, 420, 456, 468, 492, 504, 518 Close Read, 14–24, 26, 33–35, 43–44, 71–75, 96–98, 127–140, 153–158, 183–189, 205–207, 236–258, 265–290, 315–318, 325–327, 363–364, 373–380, 404–406, 421–424, 457–460, 469–474, 493–498, 505–507, 519–522 First Read Guide, 216, 344, 434, 532 Close Read Guide, 217, 345, 435, 533
7.1.2.2: Select, read, and comprehend texts that address academic tasks, proficiently at grade 7 text complexity.	This standard is addressed throughout <i>myPerspectives Grade 7</i> . See the following pages: SE/TE: Contents, 107, 215, 343, 433, 531 First Read, 12, 32, 42, 62, 70, 94, 108, 126, 152, 174, 182, 204, 234, 264, 314, 324, 362, 372, 402, 420, 456, 468, 492, 504, 518 Close Read, 14–24, 26, 33–35, 43–44, 71–75, 96–98, 127–140, 153–158, 183–189, 205–207, 236–258, 265–290, 315–318, 325–327, 363–364, 373–380, 404–406, 421–424, 457–460, 469–474, 493–498, 505–507, 519–522 First Read Guide, 216, 344, 434, 532 Close Read Guide, 217, 345, 435, 533
7.1.2.3: Locate, select, and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspective of text and searching for alternate perspectives on the subject of the text.	SE/TE: Two Kinds, 13–24 A Simple Act, 33–35 <i>from An Invisible Thread</i> , 43–44
7.1.R3: Read and comprehend independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	
7.1.3.1: Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	For opportunities to address this standard please see: <i>Mother to Son</i> , 96 - 98

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.1.R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	
7.1.4.1: Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.	SE/TE: Summary, 8, 122, 148, 230, 358, 448 Evidence Log for Generations, 9 Analyze Character, 13, 131, 252, 258 Analyze Symbols, 24 Comprehension Check, 25, 36, 45, 65, 76, 99, 141, 157, 177, 195, 207, 259, 291, 319, 327, 365, 381, 461, 475, 499, 508, 523 Analyze the Text, 26, 38, 46, 66, 100, 142, 158, 260, 292, 366, 382, 462, 476 Analyze Relationships, 33 Draw Conclusions, 44 Practice, 67, 463 First-Read Guide, 108, 216 Close-Read Guide, 109 Close Read, 134 Analyze Details, 183, 185 Analyze Characterization, 247, 269, 285, 326 Infer Point of View, 318 Evidence Log for People and the Planet, 359 Write Now, 380 Analyze Similes, 404 Analyze Setting, 421 Evidence Log for Facing Adversity, 449 Analyze Description, 519
7.1.4.2: Analyze how the themes or central ideas develop over the course of a single text.	SE/TE: Analyze Craft and Structure, 67, 367, 427, 477 Analyze the Text, 208
7.1.4.3: Analyze the interactions between characters, settings, events, or ideas in literary text.	SE/TE: Analyze the Text, 26 Analyze Craft and Structure, 27, 197 Analyze Details, 185 Analyze Conflict, 191 Analyze Plot, 193, 315 Analyze Characterization, 247 Analyze Character Development, 317
7.1.4.4: Analyze the interactions between individuals, events, or concepts, in informational text.	SE/TE: Author's Point of View, 39 Analyze Craft and Structure, 47, 78, 159, 510 Analyze Characters, 72 Analyze the Text, 178 Analyze Argument, 206

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.1.R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
7.1.5.1: Analyze how the sequence of events is told and developed in a story, drama, or poem to contribute to its meaning.	SE/TE: Analyze Symbolism, 96 Analyze Plot, 136, 140 Analyze the Text, 320 Analyze Craft and Structure, 321 Comprehension Check, 407
7.1.5.2: Analyze the informational text structure (including, but not limited to, compare/contrast, cause/effect, and problem/solution) used including how the major sections contribute to the whole and to the development of ideas.	SE/TE: Track Cause and Effect, 155 Analyze Craft and Structure, 159, 329, 525 Analyze the Text, 328, 500 Practice, 525
7.1.5.3: Interpret, integrate, evaluate and apply the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements for accuracy, perspective, credibility and relevance of information.	SE/TE: First Review, 80, 86 Comprehension Check, 82, 91, 202, 300, 337, 388, 454, 514 Analyze Composition, 87, 336 Analyze Proportion, 88 Descriptive Details, 147 Analyze Anecdotes, 201 Analyze the Media, 202, 515 Analyze Details, 333 Infer Setting, 334 Analyze Craft and Structure, 367 Analyze Vantage Point, 413, 416 Analyze Documentary Photography, 415 Analyze Cinematic Techniques, 453 Analyze Close-Up Shots, 513
7.1.R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	
7.1.6.1: Analyze how an author, including Dakota and Anishinaabe authors, uses his, her, or their stated identity to establish credibility with the reader on an issue or topic.	SE/TE: Analyze Craft and Structure, 463 Practice, 463 Analyze Cultural Context, 469
7.1.6.2: Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	SE/TE: Prepare to Compare, 466 Writing to Compare, 467

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.1.6.3: Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	SE/TE: Analyze the Text, 46 Prepare to Compare, 50, 150, 302, 390, 516 Descriptive Details, 147 Present an Argument, 212
7.1.R7: Evaluate arguments and specific claims from complex informational texts. 7.1.7.1: Determine the argument and specific claims in a text, assessing whether the evidence is sufficient to support the claims.	SE/TE: Supporting Claims, 81 Analyze Argument, 206 Present an Argument, 212 Review Evidence for an Argument, 219 Analyze Author Viewpoint, 364 Analyze Craft and Structure, 383
7.1.R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. 7.1.8.1: Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings.	SE/TE: Vocabulary Development, 26 Concept Vocabulary and Practice, 28 Word Study, 100 Analyze Craft and Structure, 101, 143 Close Read, 127, 238, 472 Analyze Figurative Language, 286, 507 Analyze Similes, 404 Comprehension Check, 407
7.1.8.2: Analyze the impact of specific word choices on meaning and tone in academic, technical and domain-specific text.	SE/TE: Analyze the Text, 46 Concept Vocabulary, 48, 62, 144, 160, 262, 368, 384, 464 Analyze Author's Tone, 98 Analyze Craft and Structure, 367, 501, 510 Analyze Word Choice, 376 Prepare to Compare, 390 Author's Style, 410 Close Read, 459, 460, 471 Hyperbole, 493 Tone, 494
7.1.R9: Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. 7.1.9.1: Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.	SE/TE: Writing to Sources, 162 Prewriting/Planning, 165 Plan Your Project, 339

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.1.9.2: Evaluate perspective, credibility, relevancy, and sufficiency of sources related to task and purpose.	SE/TE: Writing to Sources, 162 Prewriting/Planning, 165 Plan Your Project, 339 Gather Evidence, 393
W: Writing	
7.2.W1: Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	
7.2.1.1: Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.	This standard is addressed throughout <i>myPerspectives Grade 7</i> . See the following pages, SE/TE: Editing and Proofreading, 57, 169, 309, 397, 487 Language Development: Revising for Correcting Verb Tense, 167 Editing and Proofreading, 169 Write It, 198, 369, 428, 526 Review and Revise, 303 Review, Revise, and Edit, 391 Sentence Fluency: Revising Sentences Using Participles, 395 Conventions, 479 Language Development - Conventions: The Use of Commas, 485 Conventions: Direct and Indirect Objects, 502 Reviewing, Revising, and Editing, 517
7.2.1.2: Apply knowledge of word study in spelling academic terms, authentically in writing.	SE/TE: Vocabulary Connection, 199 WriteNow, 478
7.2.1.3: Use nouns, verbs, adjectives, adverbs, and pronouns (including intensive pronouns), be able to explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex, and compound-complex sentences, authentically in writing.	SE/TE: Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 263, 295, 322, 330, 369, 385 Vocabulary Development, 97 Write It, 511
7.2.W2: Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.	
7.2.2.1: Write routinely for a range of tasks, purposes, and audiences, choosing topics and format. (e.g., personal interest, enjoyment, academic tasks)	SE/TE: Reflect on Your Writing, 30 WriteNow, 76, 78, 143, 179, 502 Write It, 210, 322, 330 Quick Write, 231, 345, 359, 435, 449, 533 Analyze the Media, 389, 455

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.2.2.2: Write to reflect how personal perspective and identity have developed in relation to self and others.	SE/TE: WriteNow, 36, 47 Reflect on the Unit, 115, 223, 351, 436, 441, 539 Reflect on Your Writing, 480
7.2.W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	
7.2.3.1: Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools) and publish.	SE/TE: Review and Revise, 51, 151, 303, 391, 467 Draft, 51, 54, 303, 391, 467, 517 Prewriting/Planning, 53, 165, 305, 483 Revising, 56, 168, 308, 396, 487 Editing and Proofreading, 57, 169, 309, 397, 487 Prepare to Compare, 84, 150 Writing to Sources, 103, 429 Writing to Compare, 151 Drafting, 166, 306, 394, 484
7.2.3.2: Use words, phrases, and sentence structures to establish consistency in voice, style, and tone when writing, considering audience and context.	SE/TE: Speaking and Listening, 31 Develop Technique: Finding Your Voice, 55 Conventions: Revise Sentences to Heighten Interest, 307 Write It, 307 Vocabulary and Conventions Connection, 370
7.2.W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
7.2.4.1: Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.	SE/TE: Quick Write, 123 Writing to Sources, 162, 219, 370, 438 Write an Argument, 164, 392 Prewriting/Planning, 165, 393 Drafting, 166 Draft, 391 Prewriting/Planning, 393 Review Evidence for an Argument, 437 Drafting, 467
7.2.4.2: Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.	SE/TE: Write and Argument, 164 Write It, 180

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.2.W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	
7.2.5.1: Write to inform or explain, conveying ideas about topic in two different ways to two different audiences, utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.	Writing to Compare, 51 Writing to Sources, 296, 527 Write an Informative Essay, 304 Present an Informative Essay, 340 Writing to Sources: Informative Essay, 348 WriteNow, 380 Comprehension Check, 417 Writing to Sources: Write an Explanatory Essay, 480 Write an Explanatory Essay, 482 Review Evidence for an Explanatory Essay, 535 Writing to Sources: Explanatory Essay, 536
7.2.5.1.a: Using precise, domain-specific vocabulary.	SE/TE: Writing to Sources, 30, 296 Practice, 40 Media Vocabulary, 301
7.2.5.2: Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms. (e.g., writing personal reactions, analysis, and interpretation of text)	SE/TE: Quick Write, 9, 359, 449 WriteNow, 24, 36 Writing to Sources, 30, 199, 323, 429 Writing to Compare, 85, 303, 467, 517 Write It, 102 Close-Read Guide, 109, 217, 435, 533
7.2.W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	
7.2.6.1: Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone, and plot in various literary forms. (e.g., poetry, plays, autobiography, biography, story, myth)	SE/TE: Writing to Sources, 30 Speaking and Listening, 31 WriteNow, 39, 98, 143 Write a Nonfiction Narrative, 52 Writing, 103 Writing to Sources: Nonfiction Narrative, 112 Write It, 410, 428
7.2.6.2: Apply structural elements characteristic of the literary genre, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes)	SE/TE: Speaking and Listening, 31 Writing, 103 Write It, 410
7.2.W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	
7.2.7.1: Formulate self-generated questions that narrow or broaden the inquiry when appropriate	SE/TE: Research, 25, 37,45, 195, 211, 339, 419, 454, 461, 499, 508, 523, 527

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.2.7.2: Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.	SE/TE: Research, 25, 37, 45, 65, 99, 141, 148, 157, 177, 195, 211, 291, 300, 319, 327, 365, 381, 407, 419, 425 Organize Your Presentation, 297 Gather Evidence, 393, 430
7.2.W8: Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.	
7.2.8.1: Use and cite a variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism.	SE/TE: Writing to Sources, 162 Prewriting/Planning, 165, 305, 393 Plan the Project, 339 Research, 419 Gather Evidence, 483
LSVEI: Listening, Speaking Viewing, and Exchanging Ideas	
7.3.LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	
7.3.1.1: Exchange ideas through storytelling, discussion, and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	
7.3.1.1.a: Acknowledge and elaborate on others' ideas.	SE/TE: Launch Activity, 8, 122, 230, 358, 448 Overview: Whole-Class Learning, 10, 122, 232, 360, 450 Analyze the Text, 66, 196, 320, 328, 408, 426, 500, 509, 524 Share Your Independent Learning, 110, 346, 436, 534 Analyze the Media, 149, 338, 418, 515 Analyze Craft and Structure, 197, 321, 329, 427 Speaking and Listening: Group Discussion, 503
7.3.1.1.b: Use tools to collaborate with others both synchronously and asynchronously.	SE/TE: Working as a Team, 172, 312, 400, 490 Making a Schedule, 172, 313, 401, 491
7.3.1.1.c: Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.	SE/TE: Launch Activity, 8, 122, 230, 358, 448 Working on Group Projects, 61, 173, 313, 401, 491 Analyze the Media, 83, 202, 338 Analyze the Text, 100, 178, 320, 328, 408, 426 Working as a Team, 172, 312, 400, 490 Speaking and Listening: Visual Presentation, 181 Speaking and Listening, 203, 331 Plan With Your Group, 212–213, 528

**A Correlation of myPerspectives English Language Arts ©2022, Grade 7 to the
Minnesota English Language Arts Standards 2020**

Minnesota English Language Arts Standards 2020, Grade 7	myPerspectives English Language Arts Grade 7, @2022
7.3.1.2: Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.	SE/TE: Close Read the Text, 77, 100 Analyze the Text, 77, 100, 208, 426 Close Review, 92 Analyze the Media, 92, 418 Contents, 171 Share Your Independent Reading, 218 Discuss, 224 Speaking and Listening, 331 Speaking and Listening: Group Discussion, 529
7.3.1.3: Adapt speech, writing, or communications by utilizing constructive feedback from self and others.	SE/TE: Peer Review, 57, 397, 487 Publishing and Presenting, 169, 309, 487 Practice, 501 Rehearse with Your Group, 529
7.3.LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	
7.3.2.1: Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, in communicating with others, considering audience and context.	SE/TE: Rehearse with Your Group, 105, 341, 529 Speaking and Listening: Oral Presentation, 114, 222, 350, 440, 538 Speaking and Listening, 297, 411, 481 Present and Evaluate, 341 Present an Explanatory Essay, 528
7.3.LSVEI 3: Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	
7.3.3.1: Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored. (e.g., collaborative magazine, blog, or presentation).	SE/TE: Working as a Team, 60 Making a Schedule, 61 Working on Group Projects, 61 Speaking and Listening, 163, 371, 411 Publishing and Presenting, 397 Plan With Your Group, 430–431, 528 Speaking and Listening: Oral Presentation, 538
7.3.3.2: Create and share, individually or in a collaborative group, an artistic or entertaining multimedia work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.	SE/TE: Speaking and Listening, 69, 93, 163, 181, 371, 411 Present a Nonfiction Narrative, 104 Plan With Your Group, 212–213, 340, 430–431, 528 Research: Digital Multimedia Presentation, 339 Publishing and Presenting, 397 Working as a Team, 400, 490 Present, 419

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