

## A Correlation of



**Grade 7, ©2017**

To the

**New York State Next Generation English  
Language Arts Learning Standards  
Grade 7**

# A Correlation of *myPerspectives*, Grade 7 to the New York State Next Generation English Language Arts Learning Standards (2017)

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **New York State Next Generation English Language Arts Learning Standards (2017)**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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

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

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

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**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

**Table of Contents**

|   |           |
|---|-----------|
| <b>(7R) Reading .....</b>                 | <b>4</b>  |
| <b>(7W) Writing .....</b>                 | <b>10</b> |
| <b>(7SL) Speaking and Listening .....</b> | <b>16</b> |
| <b>(7L) Language.....</b>                 | <b>19</b> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation<br>English Language Arts Learning Standards   | myPerspectives ©2017<br>Grade 7  |
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| <b>(7R) Reading</b>  |  |
| <b>Literary and Informational Text</b>   |  |
| <b>Key Ideas and Details</b>   |  |
| <p>(7R1) Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> | <p><b>Literary Text</b><br/> <b>SE/TE:</b> "Mother to Son" / "To James," 100; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 292; <i>Scrooge</i>, 301; "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><br/> <b>SE/TE:</b> "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</p> <p><b>Informational Text</b><br/> <b>SE/TE:</b> "Tutors Teach Seniors New High-Tech Tricks," 67; from <i>Mom &amp; Me &amp; Mom</i>, 78; from <i>An American Childhood</i>, 329; 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><br/> <i>Other Resources: Common Core Companion</i>, 96–97; 103</p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| <p align="center"><b>New York State Next Generation<br/>English Language Arts Learning Standards</b></p>  | <p align="center"><b>myPerspectives ©2017<br/>Grade 7</b></p>   |
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| <p>(7R2) Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.</p>   | <p><b>Literary Text</b><br/> <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;<br/> <b>[Summary]</b> "Dark They Were, and Golden-Eyed," 141; <b>Other Resources:</b> Common Core Companion, 15–16</p> <p><b>Informational Text</b><br/> <b>SE/TE: [Central Ideas and Their Development]</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><br/> <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>(7R3) In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced relate to each other, and are developed.</p> | <p><b>Literary Text</b><br/> <b>SE/TE:</b> "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," 321;-from <i>The Grapes of Wrath</i>, 463</p> <p><u>Additional Resources</u><br/> <i>Other Resources: Common Core Companion, 28–29; 35</i></p> <p><b>Informational Text</b><br/> <b>SE/TE:</b> "Tutors Teach Seniors New High-Tech Tricks," 67; from <i>An American Childhood</i>, 329<br/> <b>Other Resources:</b> Common Core Companion, 122–123</p>  |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| <p align="center"><b>New York State Next Generation<br/>English Language Arts Learning Standards</b></p>   | <p align="center"><b>myPerspectives ©2017<br/>Grade 7</b></p>  |
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| <p><b>Craft and Structure</b></p>  |  |
| <p>(7R4) 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, and mood, including words with multiple meanings.</p> | <p><b>Literary Text</b><br/> <b>SE/TE:</b> "Mother to Son" / "To James," 100, 102; "Dark They Were, and Golden-Eyed," 143; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 410; <b>Other Resources:</b> Common Core Companion, 41–42</p> <p><i>Additional Resources</i><br/> <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>Informational Text</b><br/> <b>SE/TE:</b> "A Simple Act," 39; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 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>Additional Resources</i><br/> <i>Other Resources: Common Core Companion, 129–130; 136</i></p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards</b></p>   | <p style="text-align: center;"><b>myPerspectives ©2017<br/>Grade 7</b></p>   |
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| <p>(7R5) In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.</p> | <p><b>Literary Text</b><br/> <b>SE/TE:</b> <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</p> <p><b>Informational Text</b><br/> <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><br/> <i>Other Resources: Common Core Companion, 142–143</i></p>   |
| <p>(7R6) In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.</p>   | <p><b>Literary Text</b><br/> <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><br/> <i>Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization</i></p> <p><b>Informational Text</b><br/> <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><br/> <i>Other Resources: Common Core Companion, 149–150; 156</i></p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards  | myPerspectives ©2017<br>Grade 7  |
|--|--|
| <b>Integration of Knowledge and Ideas</b>  |  |
| <p>(7R7) Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject.</p>                              | <p><b>Literary Text</b><br/> <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</p> <p><b>Informational Text</b><br/> <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> Common Core Companion, 162–163</p>  |
| <p>(7R8) Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p> | <p><b>Literary Text</b><br/> <b>SE/TE:</b> “Two Kinds,” from <i>The Joy Luck Club</i>, 26; “The Last Dog,” 196; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 261; “Thank You, M’am,” 320; from <i>The Grapes of Wrath</i>, 462<br/> <b>TE Only:</b> Cross-Curricular Perspectives, Science, 183</p> <p><b>Informational Text</b><br/> <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> Common Core Companion, 169–170<br/> <b>TE Only:</b> Personalize for Learning: English Language Support, Evaluating an Argument, 206; Strategic Support, Clarifying Elements of an Argument, 209</p> |



**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <p>(7R9) Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p> | <p><b>Literary Text</b><br/> <b>SE/TE:</b> “Two Kinds,” from <i>The Joy Luck Club</i>, 26, 27; “Mother to Son,” 100; “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; “Thank You, M’am,” 320; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467<br/> <b>TE Only:</b> “An Hour with Abuelo,” 108F</p> <p><u>Additional Resources</u><br/> <i>Other Resources: Common Core Companion</i>, 279–280</p> <p><b>Informational Text</b><br/> <b>SE/TE:</b> “A Simple Act” / from <i>An Invisible Thread</i>, 38, 39, 50–51; 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<br/> <b>TE Only:</b> Personalize for Learning: Challenge, Conclusions, 35; English Language Support, Express Attitudes and /or Opinions, 38; Strategic Support, Making Connections to Self, 153; English Language Support, Evaluating a Blog Post, 162</p> <p><u>Additional Resources</u><br/> <i>Other Resources: Common Core Companion</i>, 283–284</p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation<br>English Language Arts Learning Standards  | myPerspectives ©2017<br>Grade 7  |
|---|--|
| <b>(7W) Writing</b>   |  |
| <b>Text Types and Purposes</b>  |  |
| (7W1) Write arguments to support claims with clear reasons and relevant evidence.   | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 164–169, 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Additional Resources</u><br/>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; Other Resources: Common Core Companion, 191–201</i></p>  |
| (7W1a) Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.           | <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;<br/><b>Other Resources:</b> Interactive Writing Lessons: Argumentative Writing—Middle School</p> <p><u>Additional Resources</u><br/>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessments, 219–220, 437–438; Other Resources: Common Core Companion, 191–201</i></p> |
| (7W1b) Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. | <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;<br/><b>Other Resources:</b> Interactive Research Lessons: Sources and Evidence—Middle School</p> <p><u>Additional Resources</u><br/>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; from <i>Silent Spring</i>, 370; <i>Other Resources: Common Core Companion, 191–201</i></p>   |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards   | myPerspectives ©2017 Grade 7  |
|---|---|
| (7W1c) Use precise language and content-specific vocabulary to argue a claim.   | <b>SE/TE:</b> Whole-Class Performance Task, 168; <i>Silent Spring</i> , 370; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i> , 467  |
| (7W1d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.   | <b>SE/TE:</b> Whole-Class Performance Tasks, 166, 396; Nobel Speech (text) / Nobel Speech (video), 391<br><br><u>Additional Resources</u><br><i>SE/TE: Unit 4: 394; from Silent Spring, 370; Other Resources: Common Core Companion, 191-201</i>  |
| (7W1e) Provide a concluding statement or section that explains the significance of the argument presented.  | <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  |
| (7W1f) Maintain a style and tone appropriate to the writing task.   | <b>SE/TE:</b> Whole-Class Performance Tasks, 168–169, 394; <b>Other Resources:</b> Common Core Companion: 196   |
| (7W2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | <b>SE/TE:</b> “Learning to Love My Mother,” 84-85; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 211; <i>Scrooge</i> , 302–303; Whole-Class Performance Tasks, 304–309, 482–486; “The Circuit,” 480<br><br><u>Additional Resources</u><br><i>SE/TE: The Story of My Life / “How Helen Keller Learned to Talk,” 517; Small-Group Performance Task, 340; from An Invisible Thread, 50-51; “Dark They Were, and Golden-Eyed,” 150–151; A Christmas Carol: Scrooge and Marley, Act II, 297; “Eagle Tracking at Follensby Pond,” 419; Other Resources: Common Core Companion, 202–213</i> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards  | myPerspectives ©2017 Grade 7   |
|--|--|
| (7W2a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.   | <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><br/>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>  |
| (7W2b) Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. | <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; 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><br/>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> |
| (7W2c) Use precise language and content-specific vocabulary to explain a topic.  | <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>  |
| (7W2d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  | <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><br/><i>Other Resources: Common Core Companion</i>, 202–213</p>  |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards  | myPerspectives ©2017 Grade 7  |
|--|---|
| (7W2e) Provide a concluding statement or section that explains the significance of the information presented.                                    | <p><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</p> <p><i>Additional Resources</i><br/>SE/TE: <i>A Christmas Carol: Scrooge and Marley, Act II, 296; Scrooge, 303</i></p>       |
| (7W2f) Establish and maintain a style appropriate to the writing task.   | <p><b>SE/TE:</b> <i>A Christmas Carol: Scrooge and Marley, Act II, 296; Whole-Class Performance Task, 309, 486; Other Resources: Common Core Companion: 207</i></p>   |
| (7W3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.   | <p><b>SE/TE:</b> Whole-Class Performance Task, 52–56; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><i>Additional Resources</i><br/>SE/TE: “Two Kinds,” 30; <i>Other Resources:</i> Common Core Companion: 214–224</p> |
| (7W3a) Engage the reader by establishing a point of view and introducing a narrator and/or characters.   | <p><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</p> <p><i>Additional Resources</i><br/><i>Other Resources:</i> Common Core Companion: 214–224</p>                             |
| (7W3b) Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.                            | <p><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</p>  |
| (7W3c) Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | <p><b>SE/TE:</b> Whole-Class Performance Task, 54; “Thank You, M’am,” 323; <b>Other Resources:</b> Common Core Companion: 218</p>   |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <p>(7W3d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and 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><i>Additional Resources</i><br/><i>Other Resources: Common Core Companion: 218</i></p>   |
| <p>(7W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>        | <p><b>SE/TE:</b> Whole-Class Performance Task, 56; “The Last Dog,” 199; “He—y, Come On Ou—t!,” 429;<br/><b>Other Resources:</b> Common Core Companion, 220</p>   |
| <p>(7W4) Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>                                   | <p><b>SE/TE:</b> “Mother to Son” / “To James,” 103; Writing to Sources: Narrative, 30; Nonfiction Narrative, 112; Blog Post, 162; Revised Ending, 199; Journal Entry, 323; Alternative Endings, 429<br/><b>TE only:</b> Personalize for Learning: Challenge, Research, 19, 157, 190, 300, 365, 454, 508, 523; English Language Support, Point of View, 30; Challenge, Conclusions, 35; Challenge, Proverbs, 36; English Language Support, Express Attitudes and /or Opinions, 38; Challenge, Illuminating the Text, 45; Challenge, Perspective, 90; Strategic Support, Making Connections to Self, 153; Challenge, Your Own Video, 207; Challenge, Artist Study, 319; Challenge, Collage, 327; Challenge, Narrative, 499</p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards</b></p>   | <p style="text-align: center;"><b>myPerspectives ©2017<br/>Grade 7</b></p>   |
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| <p>(7W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.</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><br/>SE/TE: "Two Kinds," 30; Performance Task, 164–169; "Thank You, M'am," 323; <i>Other Resources: Common Core Companion</i>, 279–280, 283–284</p> |
| <p style="text-align: center;"><b>Research to Build and Present Knowledge</b></p>   |  |
| <p>(7W6) Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related 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; <b>Other Resources:</b> myPerspectives+ Interactive Research Lessons: Research Writing-Middle School</p> <p><u>Additional Resources</u><br/><i>Other Resources: Common Core Companion</i>, 258–259; 262</p>   |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <p>(7W7) Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow 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;<br/><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><br/><i>Other Resources: Common Core Companion, 265–278</i></p>                |
| <p><b>(7SL) Speaking and Listening</b><br/><b>Comprehension and Collaboration</b></p>   |  |
| <p>(7SL1) Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>   | <p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 69; from <i>Mom &amp; Me &amp; Mom</i>, 77; “Mother-Daughter Drawings,” 93; Small-Group Performance Task, 104-105; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178</p> <p><u>Additional Resources</u><br/><i>SE/TE: “Thank You, M’am,” 323; from An American Childhood, 331; “A Work in Progress,” 503; Performance Task, 430; from The Story of My Life / “How Helen Keller Learned to Talk,” 517; Other Resources: myPerspectives+, Group Discussions—Skills and Guidelines; Common Core Companion: 298–303</i></p> |
| <p>(7SL1a) Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>             | <p><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</p> <p><u>Additional Resources</u><br/><i>SE/TE: from An American Childhood, 331; “A Work in Progress,” 503</i></p>  |



**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards   | myPerspectives ©2017 Grade 7   |
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| (7SL1b) Follow norms 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   |
| (7SL1c) 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<br><br><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><br><br><u>Additional Resources</u><br><i>SE/TE: “The Circuit,” 481; “A Work in Progress,” 503</i> |
| (7SL1d) Acknowledge new information expressed by others and, when warranted, modify personal 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   |
| (7SL2) Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to 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<br><br><u>Additional Resources</u><br><i>SE/TE: “Learning to Love My Mother,” 83; “Eagle Tracking at Follensby Pond,” 418; Other Resources: Common Core Companion: 305–306</i>   |
| (7SL3) Delineate a speaker’s argument and specific claims, evaluating for sound 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  |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards   | myPerspectives ©2017 Grade 7  |
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| <b>Presentation of Knowledge and Ideas</b>  |   |
| (7SL4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation. | <p><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</p> <p><i>Additional Resources</i><br/>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>  |
| (7SL5) Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.   | <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><br/>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> |
| (7SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  | <p><b>SE/TE:</b> <i>Performance Tasks</i>: 341, 529; <b>Other Resources:</b> <i>myPerspectives+:</i> <i>Conversations and Discussions—Middle School: Group Discussions—Skills and Guidelines; Common Core Companion: 325–326, 329</i></p>   |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <b>(7L) Language</b>   |   |
| <b>Conventions of Academic English/Language for Learning</b>   |   |
| (7L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. | <p><b>SE/TE:</b> from <i>Silent Spring</i>, 369–370; Whole-Class Performance Tasks: 167–169; 395–397</p> <p><u>Additional Resources</u><br/> <i>SE/TE: "Two Kinds," 29, 30; "A Simple Act," 41; from An Invisible Thread, 49, 51; "Tutors Teach Seniors New High-Tech Tricks," 68; from Mom &amp; Me &amp; Mom, 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; A Christmas Carol: Scrooge and Marley, Act I, 263; A Christmas Carol: Scrooge and Marley, Act II, 295, 296; "Thank You, M'am," 322; An American Childhood, 330; Nobel Speech, 385; "A Work in Progress," 502; The Story of My Life, 511; Whole-Class Performance Task, 307, 309; Grammar Handbook, R57–R63</i></p> |
| (7L1a) Ensure that pronouns are in the proper case (subjective, objective, and possessive).                  | <p><b>SE/TE:</b> "Two Kinds," 29, 30</p> <p><u>Additional Resources</u><br/> <i>SE/TE: Grammar Handbook, R57, R61</i></p>   |
| (7L1b) Recognize and correct inappropriate shifts in pronoun number and person.                              | <p><b>TE Only:</b> How Language Works: Pronoun-Antecedent Agreement, 29</p> <p><u>Additional Resources</u><br/> <i>SE/TE: Grammar Handbook, R60</i></p>   |
| (7L1c) Recognize and correct pronouns that have unclear or ambiguous antecedents.                            | <p><b>SE/TE:</b> "Two Kinds," 30</p> <p><b>TE Only:</b> Personalize for Learning: English Language Support, Pronouns, 87</p> <p><u>Additional Resources</u><br/> <i>SE/TE: Grammar Handbook, R57</i></p>  |

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New York State Next Generation English Language Arts Learning Standards (2017)**

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| (7L1d) Explain the function of phrases and clauses in general, as well as in specific sentences.                    | <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><br/>SE/TE: from <i>An American Childhood</i>, 330; <i>Grammar Handbook</i>, R58–R59</p>  |
| (7L1e) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.    | <p><b>SE/TE:</b> from <i>An American Childhood</i>, 330; Whole-Class Performance Task, 395; from <i>The Story of My Life</i>, 511; <b>Other Resources:</b> Common Core Companion, 337–338; myPerspectives+, Interactive Grammar Practice Lessons—Modifiers: Misplaced and Dangling</p> <p><u>Additional Resources</u><br/>SE/TE: <i>Grammar Handbook</i>, R58–R59</p>                         |
| (7L1f) Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | <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><br/>SE/TE: “The Last Dog,” 188; <i>Grammar Handbook</i>, R59</p> |
| (7L1g) Explain the function of verbals (gerunds, participles, infinitives).   | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 395, 396<br/><b>TE Only:</b> Personalize for Learning: English Language Support, Using Participles, 180; Revising Sentences, 395</p> <p><u>Additional Resources</u><br/>SE/TE: <i>Grammar Handbook</i>, R58</p>   |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| (7L1h) Form and use verbs in the active and passive voice.   | Related Content:<br><b>SE/TE:</b> Grammar Handbook: Paragraph Structure, Unnecessary Shift in Voice, R59  |
| (7L1i) Recognize and correct inappropriate verb shifts.  | <b>SE/TE:</b> Whole-Class Performance Tasks, 167<br><b>TE Only:</b> How Language Works, Verb Tenses, 168; Personalize for Learning, English Language Support, Understanding Verb Tenses, 506<br><br><u>Additional Resources</u><br><i>SE/TE: Grammar Handbook, R61</i>  |
| (7L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | <b>SE/TE:</b> “He—y, Come On Ou—t!,” 428; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 526; Whole-Class Performance Tasks, 57, 397, 485<br><br><u>Additional Resources</u><br><i>SE/TE: “Two Kinds,” 29; from An Invisible Thread, 51; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 210; Scrooge, 303; from An American Childhood, 330; “The Circuit,” 479, 480; “A Work in Progress,” 502; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 526; Whole-Class Performance Tasks, 167, 169, 307, 309, 487; Grammar Handbook, R64–R66</i> |
| (7L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.                            | <b>SE/TE:</b> Whole-Class Performance Tasks, 307, 485, 487; from <i>An American Childhood</i> , 330; “He—y, Come On Ou—t!,” 428; “The Circuit,” 479, 480<br><b>TE Only:</b> How Language Works, Commas, 479; Personalize or Learning, English Language Support, Commas, 485; How Language Works, Incorrect Use of Commas, 486<br><br><u>Additional Resources</u><br><i>SE/TE: Grammar Handbook, R64, R65</i>  |

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New York State Next Generation English Language Arts Learning Standards (2017)**

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| (7L2b) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.   | <p><b>TE Only:</b> Personalize for Learning, English Language Support, Ellipses in Dialogue, 251</p> <p><i>Additional Resources</i><br/>SE/TE: Grammar Handbook, R64, R65</p>  |
| (7L2c) Use an ellipsis to indicate an omission.  | <p><b>SE/TE:</b> Research: Incorporating Research into Writing, Quoting and Paraphrasing, R30</p> <p><b>TE Only:</b> Personalize for Learning, English Language Support, Ellipses in Dialogue, 251</p> <p><i>Additional Resources</i><br/>SE/TE: Grammar Handbook, R65</p>                               |
| <b>Knowledge of Language</b>   |  |
| (7L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.                         | <p><b>SE/TE:</b> Whole-Class Performance Tasks, 167, 307, 395, 485</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>              |
| (7L3a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <p><b>SE/TE:</b> "Tutors Teach Seniors New High-Tech Tricks," 68; "The Last Dog," 198; Whole-Class Performance Task, Unit 3: 307, Unit 4: 395;</p> <p><b>Other Resources:</b> Common Core Companion, 343–344</p> <p><i>Additional Resources</i><br/>SE/TE: Whole-Class Performance Task, Unit 2: 167</p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <b>Vocabulary Acquisition and Use</b>  |  |
| <p>(7L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> | <p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 62; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 208; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; <b>Other Resources:</b> Common Core Companion, 345–352</p> <p><i>Students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u><br/> <i>SE/TE: “Two Kinds,” 28; “A Simple Act,” 34, 40; An Invisible Thread, 48; “Tutors Teach Seniors New High-Tech Tricks,” 64, 66; Mom &amp; Me &amp; Mom, 70, 71, 73, 77; “Mother to Son” / “To James,” 94; 97, 100; “Dark They Were, and Golden-Eyed,” 132, 137, 144; “Danger! This Mission to Mars Could Bore You to Death!” 160; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 175, 178; “The Last Dog,” 182, 184, 186, 189, 196; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204, 205, 207; A Christmas Carol: Scrooge and Marley, Act I, 237, 250, 252, 262; A Christmas Carol: Scrooge and Marley, Act II, 266, 271, 274, 282, 294; “Thank You, M’am,” 316, 320; An American Childhood, 324, 325, 326, 328; Silent Spring, 368; Nobel Speech, 384; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402, 404, 405, 406, 408; “He—y, Come On Ou—t!” 423, 424, 426; The Grapes of Wrath, 460, 464; “The Circuit,” 469, 478; “A Work in Progress,” 492, 497, 498, 500; The Story of My Life, 504, 505, 506, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518, 520, 522, 524</i></p> |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <p>(7L4a) 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><br/> <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>(7L4b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</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><br/> <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>, Unit 1: 5, Unit 2: 119, Unit 3: 227, Unit 4: 355, Unit 5: 445</p> |



**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards   | myPerspectives ©2017 Grade 7   |
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| <p>(7L4c) 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><br/> <i>SE/TE:</i> "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>(7L4d) 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><br/> <i>SE/TE:</i> <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>  |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

| New York State Next Generation English Language Arts Learning Standards   | myPerspectives ©2017 Grade 7   |
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| (7L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                     | <p><b>SE/TE:</b> from <i>An Invisible Thread</i>, 48; "Dark They Were, and Golden-Eyed," 143, 144; "The Last Dog," 196; <b>Other Resources:</b> Common Core Companion Workbook, 353–358</p> <p><u>Additional Resources</u><br/> <i>SE/TE: Mom &amp; Me &amp; Mom</i>, 70; "Mother to Son" / "To James," 100; "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; <i>An American Childhood</i>, 328; Nobel Speech, 380; "Turtle Watchers" / "'Nature' is what We see—" / <i>The Sparrow</i>," 404; <i>The Story of My Life</i>, 507; <i>Literary Handbook</i>, R45–R49</p> |
| (7L5a) Interpret figurative language, including allusions, in context.  | <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><br/> <i>SE/TE: "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,"</i> 204; "Turtle Watchers" / "'Nature' is what We see—" / <i>The Sparrow</i>," 404</p>  |
| (7L5b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | <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;</p> <p><b>Other Resources:</b> Common Core Companion, 355–356</p> <p><u>Additional Resources</u><br/> <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>   |

**A Correlation of myPerspectives, Grade 7 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

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| <p>(7L5c) Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).</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><br/>SE/TE: "Turtle Watchers" / "'Nature' is what We see—" / <i>The Sparrow</i>," 410; <i>The Story of My Life</i>, 510</p>   |
| <p>(7L6) Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><b>SE/TE:</b> Unit Introductions, 5, 119, 227; from <i>An American Childhood</i>, 324/328; <b>Other Resources:</b> Common Core Companion, 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> <p><u>Additional Resources</u><br/>SE/TE: <i>Unit Goals</i>, Unit 4: 354, Unit 5: 444; "Learning to Love My Mother," 80, 83; "Mother-Daughter Drawings," 86, 92; "Dark They Were, and Golden-Eyed" (radio play), 146, 149; "Ellen Ochoa: Director, Johnson Space Center," 200, 202; <i>Scrooge</i>, 298, 301; "Eagle Tracking at Follensby Pond," 412, 418; "Surviving the Dust Bowl," 452, 455; "How Helen Keller Learned to Talk," 512, 515</p> |