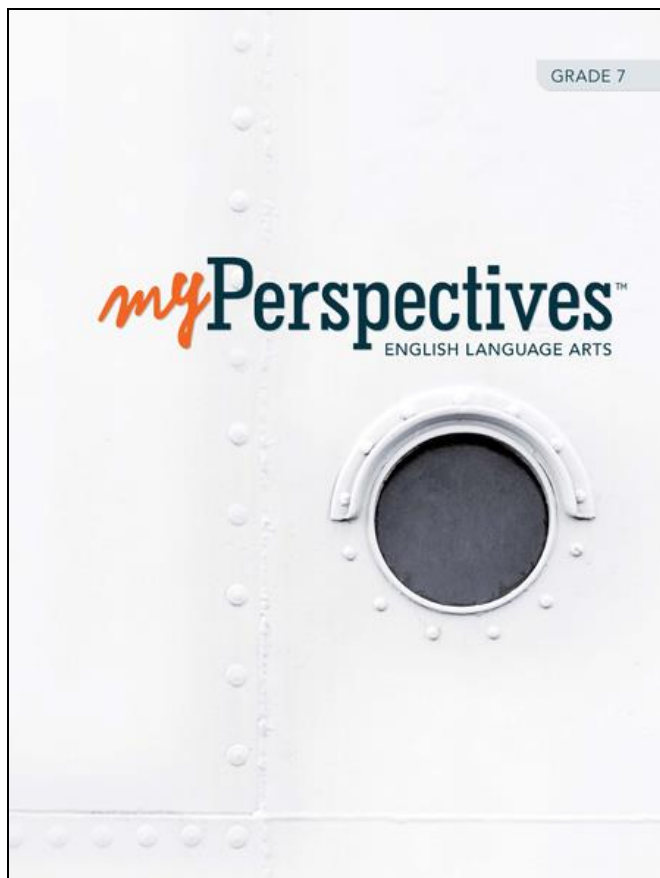


A Correlation of



Grade 7

**To the
English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 7**

A Correlation of myPerspectives, Grade 7 English Language Arts to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 7

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **ELA/Literacy Grade-Level Instructional Materials Evaluation Tool**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title as well as digital resources.

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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade seven standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>At the 7th grade level, in <i>myPerspectives</i>, instructors can follow a clear, consistent unit - design that allows for continuous student engagement in their reading activities. Students engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text.</p> <p>See the following examples:</p> <p>SE/TE: Analyze Craft and Structure: Character and Point of View, 27; Analyze Craft and Structure: Development of Central Ideas, 67, 329; Unit Introductions (summaries), 8, 122, 230, 358, 448</p> <p>TE: Analyze Character, 13, 72, 128, 131; Analyze Relationships, 33</p>

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<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout <i>myPerspectives</i>, 7th grade level, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group Learning activities.</p> <p>See the following examples: SE/TE: "Two Kinds from the Joy Luck Club", 13 (Novel Excerpt); "Dark They Were, and Golden Eyed", 127 (Short Story); "The Last Dog", 183 (Short Story); "from Silent Spring", 363 (Descriptive Nonfiction); "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519 (News Article)</p>
<p>1c. The materials consistently provide opportunities to read both literary and informational texts in the grades six through eight text complexity band with scaffolding at the high end of the range.</p>	<p>In <i>myPerspectives</i>, 7th grade level materials are incorporated for careful reading and provides ideas for students to utilize while reading informational or literary text of varying complexity levels. The materials for Grade 7 meet the criteria as the vast majority of anchor texts are widely read works that have been in the public eye for a length of time. The Table of Contents includes a complete listing of the multi-genre texts chosen for interest level and driven by the Essential Question. See the following examples:</p> <p>SE/TE: <i>Two Kinds from the Joy Luck Club</i>, 13-24; Teaching: <i>Dark They Were, and Golden Eyed</i>, 127-140; <i>A Christmas Carol: Scrooge and Marley Act I</i>, 235-258; <i>Eagle Tracking at Follensby Pond</i>, 413-416; <i>He - y, Come On Ou - t!</i>, 421-424; <i>A Work in Progress</i>, 493-498</p> <p>The "Acknowledgements and Credits" section at the conclusion of each Teacher's Guide includes copyright and permissions information for high-quality, previously published informational and literary texts myPerspectives Grade 7. See TE: Acknowledgements and Credits, R76-R80</p>

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<p>1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>At the 7th grade level, in <i>my Perspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications. Academic Vocabulary is presented and then integrated into lesson activities throughout the unit.</p> <p>Students are specifically reminded to practice learning vocabulary with Work Network strategies that help students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading, as well as provide an opportunity to do a Word Study that explores roots of words to help develop students' ability to understand and use critical vocabulary words in their responses and writings.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>Concept Vocabulary, Word Study</i>, 28; Teaching: <i>Concept Vocabulary, Word Study</i>, 144; Facilitating: <i>Concept Vocabulary, Word Study</i>, 320; Introduction: <i>Academic Vocabulary: Argument, Personalize for Learning: English Language Support: Cognates</i>, 355; Facilitating: <i>Concept Vocabulary, Word Study</i>, 500</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade seven standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade seven, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myPerspectives</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading. Comprehension and vocabulary activities exist for each selection in the text.</p> <ul style="list-style-type: none"> • <i>Independent Learning</i> selections, accessible via the interactive Student Edition includes challenging high-interest selections. • <i>Performance Tasks and Performance-Based Assessment</i> are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment the text. • <i>Teaching with Trade Books</i> provide students with another perspective on the topic. Trade Book lesson plans are available online in <i>MyPerspectives+</i>. • Research and Writing activities at the conclusion of selections allow students to explore individual interests.

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>Concept Vocabulary, 182, 196, 200; Comprehension Check, 141, 327; Analyze Craft and Structure, 197, 409; Research, 419 Writing to Sources, 323, 370; Independent Learning, 214–217; Teaching with Trade Books, T36–T45; Performance Tasks: Write an Argument, 164–169; Write an Informative Essay, 304–309; Performance-Based Assessment, 112, 220, 348, 438, 536</p>
<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>At the 7th grade level, the texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity. Five units of study including Childhood, Animal Allies, Modern Technology, Imagination, and Exploration.</p> <p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, prose, functional and foundational texts and documents, folktales, myths, and traditional literature. The Table of Contents identifies the genres of each text included in the program. For a complete listing of all materials see the Table of Contents on pages T6–T15 of the Teacher’s Edition.</p>

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(Continued)	(Continued) See the following examples: SE/TE: Teaching: <i>from Mom and Me and Mom</i> , 71–76; Facilitating: <i>The Last Dog</i> , 183–194; Facilitating: <i>from An American Childhood</i> , 325–327; Facilitating: <i>Eagle Tracking at Follensby Pond</i> , 413–416; Facilitating: <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> , 519–522
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:	
<ul style="list-style-type: none"> • Stories, drama, and poetry 	SE/TE: <i>A Christmas Carol: Scrooge and Marley</i> , Act I, 235 (Drama) <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 265 <i>Scrooge</i> , 299 (Drama) <i>"Thank you M'am"</i> , 315 (Short Story) <i>"Mother to Son"</i> , 96 (Poem) <i>"To James"</i> , 97 (Poem) <i>"Dark They Were, and Golden – Eyed"</i> , 127 (Short Story) <i>"from The Grapes of Wrath"</i> , 457 (Novel Excerpt)
<ul style="list-style-type: none"> • Historical fiction and non-fiction dealing with the same time period 	SE/TE: <i>"from Mom & Me & Mom"</i> , 71 <i>"from The Grapes of Wrath"</i> , 457 <i>"The Circuit"</i> , 469
1d. The range of informational texts include selections that:	
<ul style="list-style-type: none"> • Contain texts by two or more authors writing on the same topic 	SE/TE: <i>"from Silent Spring"</i> , 363 Nobel Speech, 373 (Speech) Nobel Speech, 387 (Video) Writing to Compare, 390–391 <i>"The Dust Bowl"</i> , 453 (Video) <i>"from The Grapes of Wrath"</i> , 457 (Novel Excerpt) Writing to Compare, 466–467
<ul style="list-style-type: none"> • Offer varied claims, arguments, and accounts of a given topic or event 	SE/TE: <i>A Starry Home</i> , Launch Text: Argument Model, "Leaving Main Street" 120 <i>People and the Planet</i> , Launch Text: Argument Model, "Rethinking the Wild" 356 Nobel Speech, 373 (Speech) Nobel Speech, 387 (Video)

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<ul style="list-style-type: none"> • Present well-developed ideas, events, and themes 	<p>The collections of texts at the 7th grade level, <i>myPerspectives</i> are organized around central themes such as Generations, A Starry Home, Turning Points, People and the Planet, and Facing Adversity. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature.</p> <p>See the following example:</p> <p>SE/TE: Theme: Turning Points Launch Text: Explanatory Essay Model; “At the Crossroads” 228; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 235; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 265; <i>Scrooge</i>, 299; “Thank you M’am”, 315; “from <i>An American Childhood</i>”, 325 “Urban Farming Is Growing a Greener Future” 333; Independent Learning 342–344D</p>
<ul style="list-style-type: none"> • Provide or direct students or teachers to audio, video, or multimedia versions of a given selection 	<p>SE/TE: “Mother-Daughter Drawings”, 87 (Media: Image Gallery); “Ellen Ochoa: Director, Johnson Space Center”, 201 (Media: Video); “Urban Farming Is Growing a Greener Future”, 333 (Media: Photo Gallery); “Eagle Tracking at Follensby Pond”, 413 (Media: Photo Gallery) Teaching with Trade Books, T36–T45</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>At the 7th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required of the standards. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher's Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <ul style="list-style-type: none"> Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. <p>See the following examples (units for the Text Complexity Rubrics in the Teacher's Edition and Anchor Texts):</p> <p>TE: Personalize for Learning: <i>Two Kinds from The Joy Luck Club</i>, 12C; Personalize for Learning: <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i>, 174C; Teaching: <i>Dark They Were, and Golden - Eyed</i>, 127-140, Facilitating: <i>Thank you, M'am</i>, 315-318</p>

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<p>ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grade seven students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).</i></p>	
<p>Literature and Informational Text</p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Citing several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 	<p>SE/TE: Cite Textual Evidence, 26, 27, 38, 39, 46, 47, 66, 67, 78, 100, 142, 143, 158, 159, 178, 179, 196, 202, 208, 209, 260, 261, 292, 293, 320, 328, 408, 409, 426, 462, 463, 465, 476, 477, 500, 509, 510, 515, 524; Analyze Craft and Structure: Conflict and Resolutions, 197; Small-Group Performance Task: Present and Explanatory Essay, 528; Draw Conclusions, 26, 38, 67, 158; Infer Point of View, 318; Make Inferences, 46, 366; Infer, 67, 179; Infer Setting, 334</p> <p>TE only: Conclude, 13, 18, 24, 72, 96, 98, 128, 131, 136, 140, 183, 185, 191, 193, 247, 252, 258, 269, 285, 286, 290, 315, 317, 318, 326, 404, 421, 469, 474, 493, 494, 507, 513</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 2–3, 9</p>

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<ul style="list-style-type: none"> • Determining a theme or central idea of a literary text and analyzing its development over the course of the text 	<p>SE/TE: Analyze the Text, 292; Analyze Craft and Structure: Elements of a Short Story, 427; Determine Theme, 477; Writing to Sources: Write an Explanatory Essay, 480; Prepare to Compare, 302; Speaking and Listening, 411</p> <p>TE: WriteNow, 85</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 15–16</p>
<ul style="list-style-type: none"> • Determining two or more themes or central ideas in an informational text and analyzing their development over the course of the text 	<p>SE/TE: Analyze Craft and Structure: Development of Central Ideas, 67, 329; Analyze Interactions, 78; Analyze Word Choice: Imagery, 367; Development of Ideas, 179</p> <p>TE only: Informative Essay Model, 228</p> <p><i>Additional Resources</i> In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 45, 157, 327, 381, 523).</p>
<ul style="list-style-type: none"> • Objectively summarizing a text 	<p>SE/TE: Notebook, 76, 141, 177, 366; Unit Introductions (summaries), 8, 122, 230, 358, 448</p>
<ul style="list-style-type: none"> • Analyzing how particular elements of a story or drama interact 	<p>SE/TE: Analyze Craft and Structure: Conflict and Resolution, 197; Dialogue in Drama, 261; Stage Directions, 293; Elements of a Short Story: Plot, 321; Elements of a Short Story: Irony, 427; Setting and Cultural Context, 463; Notebook, 195</p> <p>TE: Analyze Character, 13; Analyze Plot, 136, 140, 193, 315; Conclude, 472; Analyze Details, 183; Close Read, 242</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 28–29, 35</p>

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<ul style="list-style-type: none"> Analyzing the interactions between individuals, events, and ideas presented in an informational text 	<p>SE/TE: Analyze Craft and Structure: Development of Central Ideas, 67; Analyze Interactions, 78; Analyze Interactions: Reflective Writing, 329; A Analyze Word Choice: Humorous Writing, 501; Analyze Structure: Biographical Writing, 525;</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 122–123</p>
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Determining the meaning of words and phrases as used in the text, including figurative, connotative, and technical meanings 	<p>SE/TE: Weighted Words, 39; Figurative Language, 101; Multiple-Meaning Words, 208; Practice: Metaphor, 209; Analyze Craft and Structure: Analyze Word Choice: Imagery, 367; Analyze Word Choice: Humorous Writing, 501; Concept Vocabulary, 12, 28, 32, 40, 48, 62, 66, 70, 77, 94, 100, 126, 144, 152, 160, 174, 178, 182, 196, 200, 202, 204, 234, 262, 264, 294, 296, 314, 316, 332, 338, 362, 368, 372, 384, 389, 402, 408, 420, 426, 456, 464, 468, 478, 492, 500, 504, 518, 524</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 41–42, 129–130, 136 myPerspectivesPlus ELA Grades 6–12>Reading Skills and Literary Analysis>Figurative Language; Reading Skills and Literary Analysis>Rhyme > Sound Devices</p>
<ul style="list-style-type: none"> Identifying the effect of sound repetition or rhymes that appear in a text 	<p>SE/TE: Rhythm and Repetition, 102; Analyze Language: Metaphor and Simile, 143</p>

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<ul style="list-style-type: none"> Analyzing how organization or form contributes to meaning and the development of ideas in a text 	<p>SE/TE: Analyze Craft and Structure: Expository Writing, 159; Development of Ideas: Text Structure, 179; Analyze Craft and Structure: Dialogue in Drama, 261; Stage Directions, 293; Analyze Poetic Form: Lyric Poetry, 409; Analyze Structure: Biographical Writing, 525; Persuasive Speech, 383</p> <p>TE only: Launch Text: Informational Model, 228; Argument Model, 356; Informative Essay Model, 228</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 54–55, 142–143</p>
<ul style="list-style-type: none"> Determining an author’s point of view or purpose, analyzing how the author contrasts the points of view of different characters/narrators or distinguishes his or her position from that of others 	<p>SE/TE: Analyze Craft and Structure: Character and Point of View, 27; Writing to Sources: Journal Entry, 323; Reflect on Your Writing, 30; Speaker in Poetry, 409; Author’s Point of View, 39; Analyze Craft and Structure: Narrative Point of View, 47; Determine Author’s Purpose, 179; Analyze Word Choice: Humorous Writing, 501; Evaluate Argument and Claims, 209; Determine Author’s Purpose: Autobiographical Writing, 510</p> <p>TE: Infer Point of View, 318; Analyze Author’s Viewpoint, 364</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 67–68, 149–150, 156 myPerspectivesPlus ELA Grades 6–12>Reading Skills and Literary Analysis>Character and Characterization</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks that accompany the text require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Comparing and contrasting the impact of different media/formats on a given story or informational text 	<p>SE/TE: Prepare to Compare, 84, 150, 302, 390, 516; Writing to Compare, 85, 151, 303, 391, 517</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 74–75, 162–163</p>

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<ul style="list-style-type: none"> • Comparing and contrasting fictional and historical accounts of the same time period, place, or character 	<p>SE/TE: The Grapes of Wrath: Prepare to Compare, 466; Writing to Compare, 467; Cultural and Historical Context, 463</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 81–82</p>
<ul style="list-style-type: none"> • Tracing and evaluating text claims and arguments in relationship to the validity and sufficiency of supporting evidence 	<p>SE/TE: Analyze Craft and Structure: Evaluate Argument and Claims, 209; Evaluate an Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355; Summary, 358; TE only: Launch Text: Argument Model, 356</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 169–170</p>
<ul style="list-style-type: none"> • Comparing and contrasting varied authors' presentations of a given topic 	<p>SE/TE: Analyze Craft and Structure: Narrative Point of View, 47; Prepare to Compare, 50, 84, 516; Writing to Compare, 51, 85, 517</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 176–177</p>
ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade seven, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Informative Essay, 304–309; Write an Argument, 392–397; Write an Explanatory Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 51, 85, 151, 303, 391, 467; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112, 220, 348, 438, 536</p>

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3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:	
<ul style="list-style-type: none"> • Writing arguments to support claims with clear reasons and relevant evidence 	<p>SE/TE: Performance Task: Write an Argument: Editorial, 164–169; Write an Argument, 392–397; Small-Group Performance Task: Present and Argument, 212–213; Writing to Compare, 151, 303, 391; Writing to Sources: Argument, 220, 370, 438; Blog Post, 162; Resources Tool Kit: Argument, R6–R11</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 191–201</p>
<ul style="list-style-type: none"> • Writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 	<p>SE/TE: Performance Task: Write an Informative Essay, 304–309; Write an Explanatory Essay, 482–487; Writing to Compare: Explanatory Essay, 51, 296; Essay, 467; Research Project, 211; Writing to Sources: Explanatory Essay, 480; Informative Essay, 296, 348; How-to Essay, 527; Small-Group Performance Task: Present an Informative Essay, 340–341; Comparison-and-Contrast Essay, 517; Resources Tool Kit: Informative, R12–R17</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 202–213</p>
<ul style="list-style-type: none"> • Writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences of events 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Writing to Sources: Revised Ending, 199; Write Your Own Ending, 429; Journal Entry, 85, 323; Letter, 85; Retelling, 30; Narrative Poem, 103; Nonfiction Narrative, 112–113; Resources Tool Kit: Narrative, R18–R23</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 214–224</p>

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3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level argument, informational, and narrative writing.	SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Informative Essay, 304–309; Write an Argument, 392–397; Write an Explanatory Essay, 482–487
3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade seven writing standards, including:	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Informative Essay, 304–309; Write an Argument, 392–397; Write an Explanatory Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 51, 85, 151, 303, 391, 467; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112, 220, 348, 438, 536</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 225–226</p>
<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed 	<p>SE/TE: Performance Task: Prewriting/ Planning, 53, 165, 305, 393, 483; Drafting, 54, 166, 306, 394, 484, 517; Revising, 56, 168, 308, 396, 486; Editing/ Proofreading, 57, 169, 309, 397, 487; Publishing and Presenting, 57, 169, 309, 397, 487</p>
<ul style="list-style-type: none"> • Using technology to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others Materials should also guide the teaching of specific components of grade seven writing standards 1-3 (See CCSS). 	<p>SE/TE: Digital Media Presentation, 339; Multimedia Presentation, 69, 371; Digital Presentation, 181; Whole-Class Performance Task: Use a Blog Post, 392; Gather Evidence, 393; Publishing and Presenting, 397; How-to Essay, 527; Conducting Research, R24–R26</p> <p>TE: Digital Perspectives, 336; Finding Trustworthy Sources, 393</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 245–246, 252</p>

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3e. Materials provide opportunities and resources for students to conduct short research projects to answer a question, including:	
<ul style="list-style-type: none"> • Drawing on several sources and generating additional related, focused questions for further investigation 	<p>SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Digital Multimedia Presentation, 339; Informational Multimedia Presentation, 371; Digital Presentation, 181, Costume Plan, 297; Gather Evidence, 53, 393, 483; Conducting Research, R24–R33</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 258–259, 262 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Research Lessons>Research Writing-Middle School</p>
<ul style="list-style-type: none"> • Gathering relevant information from multiple print and digital sources, using search terms effectively and assessing the credibility and accuracy of each source 	<p>SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Digital Multimedia Presentation, 339; Informational Multimedia Presentation, 371; Digital Presentation, 181, Costume Plan, 297; Gather Evidence, 53, 393, 483; Conducting Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 335, 356, 364, 372, 415, 453, 457, 468</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 265–278 myPerspectivesPlus ELA Grades 6–12>Writing and Research>Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School > Research Writing—Middle School > Sources and Evidence—Middle School</p>

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<ul style="list-style-type: none"> • Quoting or paraphrasing the data and conclusions of others while avoiding plagiarism 	SE/TE: Conduct Research, 527; Avoiding Plagiarism, R30; Quote Accurately, R27
<ul style="list-style-type: none"> • Following a standard format for citation 	SE/TE: Credit Sources, 181; Formats for Citing Sources, R32
<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	SE/TE: Whole-Class Performance Task: Gathering Evidence: 53; 165, 305, 393, 483; Writing to Compare, 51, 85, 151, 303, 391, 467 Digital Resources: Grade 7 Common Core Companion Workbook, 279–284
ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<p><i>Even at the upper grades students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Extended foundational skills instruction continues at the secondary school level and includes word analysis skills, the study of linguistic frames, syntax, structures of text, levels of meaning, and academic vocabulary for students who are not reading at grade level. Foundational skills that address the grade seven standards will be described in greater depth in Alignment Criterion VII—Scaffolds and Supports.</i></p>	
ALIGNMENT CRITERION V: LANGUAGE	
<p><i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year’s grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i></p>	
Conventions of Standard English	
<p>5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade seven are designed to help build student understanding and use of:</p>	
<ul style="list-style-type: none"> • Simple, compound, complex, and compound-complex sentences 	SE/TE: Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook, R59 Digital Resources: Grade 7 Common Core Companion Workbook, 335–336 myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Sentences: Complex and Compound-Complex

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<ul style="list-style-type: none"> • Correct placement of phrases and clauses, including understanding their function in general and in specific sentences 	<p>SE/TE: Conventions: Independent and Dependent Clauses, 79; Prepositions and Prepositional Phrases, 322; Appositives and Appositive Phrases, 330; Infinitive Phrases and Gerund Phrases, 385; Types of Dependent Clauses, 511; Grammar Handbook, R58–R59</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 333–334 myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Clauses: Main, Subordinate, and Relative</p>
<ul style="list-style-type: none"> • Commas to separate coordinate adjectives 	<p>SE/TE: Conventions: Adjectives, 49; Commas, 479; Revising Incorrect Use of Commas, 485; Edit for Conventions, 487; Grammar Handbook, R64</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Conventions>Interactive Grammar Practice Lessons>Punctuation: Commas to Separate Items in Series and Coordinate Adjectives</p>
<ul style="list-style-type: none"> • Correct spelling 	<p>SE/TE: Review and Revise, 151, 303, 391, 467; Proofread, 169; Editing and Proofreading, 397, 487</p> <p>TE only: Review and Revise, 51; Editing and Proofreading, 57, 309</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 341–342 myPerspectivesPlus ELA Grades 6–12>Conventions Interactive Grammar Practice Lessons>Nouns: Singular and Plural</p>

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Knowledge of Language	
5b. Text supports instruction on:	
<ul style="list-style-type: none"> • Choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy 	<p>SE/TE: Conventions: Conjunctions, 68; Author’s Style, 102, 410; Whole-Class Performance Task: 167, 307, 395; Language Development, 465</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 343–344</p>
Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> • Using context clues to unlock the meaning of words 	<p>SE/TE: Context Clues, 62, 77, 94, 174, 182, 314, 420, 492, 504, 518; also see: Word Network, 7, 121, 229, 357, 447</p> <p>TE only: Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 44, 70</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 345–346</p>
<ul style="list-style-type: none"> • Using Greek or Latin affixes and roots as clues to the meaning of words 	<p>SE/TE: Greek Roots, 77, 144, 294, 509; Latin Prefixes, 28, 160, 262, 294, 384; Latin Suffixes, 48, 178, 196; Old English Suffix, 368, 478; Prefixes and Suffixes, 328, 464, 528; Latin Roots, 426</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 347–348</p>

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<ul style="list-style-type: none"> • Consulting general and specialized reference materials to determine pronunciation or verify the meaning of words 	<p>SE/TE: Word Study, 100, 144, 160, 262, 294, 384, 464, 478, 524; Concept Vocabulary, 196, 202; Technical Vocabulary, 328; Academic Vocabulary, 5, 119, 227, 355, 445</p> <p>TE only: Vocabulary Development, 70, 244; Personalize for Learning, 14, 216; Technical Vocabulary, 325, 326; Concept Vocabulary, 402, 406, 497, 498</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 349–350</p>
<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE/TE: Word Study: Connotation and Denotation, 100; Multiple-Meaning Words, 320, 426; Figurative Language, 101; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137, 472; Close Read the Text, 476; Synonyms, 94; Practice, 48, 144, 368; Concept Vocabulary, 174, 314, 420, 492, 504, 518; Word Choice, 410; Language Development, 465; Analyze the Text, 196; Literary Handbook, R45–R49</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 353–358</p>

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<p align="center">ALIGNMENT CRITERION VI: SPEAKING AND LISTENING</p>	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for college- and career-readiness, as outlined in the standards (see IMET). If grade seven students are able to listen objectively to others, evaluate what they are learning, refine their opinions based on their reflections and voice their own confusion/misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to varied opinions, and must learn how to determine the validity of evidence provided by others as well as to provide evidence for their own choices and opinions (CCSS).</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:</p>	
<ul style="list-style-type: none"> • Prepare for a collaborative discussion where text is cited to support ideas, explicitly drawing on that preparation by referring to evidence on the topic 	<p>SE/TE: Prepare to Compare, 50, 150, 302, 390, 466, 516; Present and Discuss, 93; Speaking and Listening: Collaborative Discussion, 331; Group Discussion, 203; Oral Presentation, 411; Role Play, 481; Rehearse with Your Group, 529; Small-Group Performance Tasks, 104–105, 430–431, 529</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 298–303</p>
<ul style="list-style-type: none"> • Follow rules for collegial discussions, tracking progress toward specific goals and deadlines and defining individual roles 	<p>SE/TE: Speaking and Listening: Group Discussion, 203; Prepare to Compare, 150, 302; Collaborative Discussion, 331; Oral Presentation, 411; Small-Group Performance Task, 104; Working as a Team, 60, 172, 312, 400, 490</p> <p>Digital Resources: Grade 6 Common Core Companion Workbook, 298–303</p>
<ul style="list-style-type: none"> • Demonstrate understanding of multiple perspectives 	<p>SE/TE:–Group Discussion, 203; Discussion, 33, 323; Prepare to Compare, 150, 302, 466; Collaborative Discussion, 331; Oral Presentation, 411</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 298–303</p>

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<ul style="list-style-type: none"> • Interpret information presented in diverse media and explain how certain ideas clarify a topic 	<p>“Mother-Daughter Drawings”, 87 (Media: Image Gallery); “Ellen Ochoa: Director, Johnson Space Center”, 201 (Media: Video); “Urban Farming Is Growing a Greener Future”, 333 (Media: Photo Gallery); “Eagle Tracking at Follensby Pond”, 413 (Media: Photo Gallery)</p>
<ul style="list-style-type: none"> • Evaluate the validity and soundness of a speaker’s claim 	<p>SE/TE: Evaluate, 209; Performance Task: Present an Argument, 212–213, 430–431; Prepare to Compare: Comparing Media with Text, 390</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 309–310, 314 myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Conversations and Discussions—Middle School >Evaluating Presentations</p>
<ul style="list-style-type: none"> • Pose questions that elicit elaboration and lead to the development of further specific questions 	<p>SE/TE: Prepare to Compare, 150, 302; Speaking and Listening: Collaborative Discussion, 331; Present and Evaluate, 69; Group Discussion, 203, 503; Oral Presentation, 411; Discussion Tip, 426; Role Play, 481</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 298–303</p> <p><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></p>

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<ul style="list-style-type: none"> • Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529; Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503; Performance-Based Assessment: Oral Presentation, 112, 220, 348, 438, 536; Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539</p>
<p>6b. <i>Presentation of Knowledge and Ideas.</i> Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to present claims and findings, emphasizing salient points in a focused, coherent manner using pertinent descriptions, facts, and details 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529; Performance-Based Assessment: Oral Presentation, 112, 220, 348, 438, 536; Multimedia Presentation, 69, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Oral Presentation, 114, 222, 350, 411, 440; Monologue, 31; Visual Presentation, 163</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 316–317, 320 myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Conversations and Discussions—Middle School >Giving a Presentation</p>

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<ul style="list-style-type: none"> • How to use multimedia components and visual displays 	<p>SE/TE: Multimedia Presentation, 69, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Improve Your Use of Media, 105, 213, 341, 431, 529; Oral Presentation Rubric, 114; Visual Presentation, 163; Digital Presentation, 181; Costume Plan, 297; Oral Presentation, 411; Launch a Four Corner Debate, 122</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 316–317, 320 myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Conversations and Discussions—Middle School >Giving a Presentation</p>
<ul style="list-style-type: none"> • How to adapt speech to a variety of contexts and tasks 	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529; Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503; Performance-Based Assessment: Oral Presentation, 112, 220, 348, 438, 536; Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539</p> <p>Digital Resources: Grade 7 Common Core Companion Workbook, 325–326, 329</p> <p>myPerspectivesPlus ELA Grades 6–12>Speaking and Listening>Conversations and Discussions—Middle School>Group Discussions>Learn More (Skills and Guidelines)</p>

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<p>ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS</p>	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms. In order to meet the reading, speaking, and writing needs of all grade seven students, the materials must include supports for students to comprehend texts at the grades six through eight complexity band as required, and at the high end of this complexity band with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases, and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p>	
<ul style="list-style-type: none"> • Academic language 	<p>SE/TE: Unit Opener: Academic Vocabulary, 5, 119, 227, 355, 445 Academic Vocabulary (examples), 52, 164, 220, 392, 428</p> <p>myPerspectivesPlus ELA Grades 6–12>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 7 General Academic Vocabulary>Try It >Apply It</p>
<ul style="list-style-type: none"> • Linguistic frames 	<p>TE only: Verb Tense, 167; English Language Support, 108; Sentence Frames, 166, 322</p>
<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>SE/TE: Conventions, 29, 41, 49, 68, 73229, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Vocabulary and Conventions Connection, 30, 162, 296, 370, 480; Language Development: Conventions, 167, 307, 395, 485; Handbook R57–R63</p>

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7b. The materials include student supports such as:	
<ul style="list-style-type: none"> Multiple digital and media versions of texts 	<p>SE/TE: <i>Dark They Were, and Golden Eyed</i>, 127 (Short Story); <i>Dark They Were, and Golden Eyed</i>, 147 (Radio Play); <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 235 (Drama); <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 265 (Drama); <i>Scrooge</i>, 299 (Film); Nobel Speech, 373 (Speech) Nobel Speech, 387 (Video)</p>
<ul style="list-style-type: none"> Illustrations 	<p>SE/TE: Illustrations (examples), 88, 89, 90, 183, 188, 194</p>
<ul style="list-style-type: none"> Graphs and charts 	<p>SE/TE: Charts (examples), 39, 47, 58, 69, 91, 101, 119, 170, 227, 293, 310, 329, 337, 390, 409</p>
<ul style="list-style-type: none"> Maps and photographs 	<p>SE/TE: Photographs Photographs (examples), 13, 43, 71, 74, 135, 153, 175, 201, 243, 246</p>
<ul style="list-style-type: none"> Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the Closer Look questions, in which students explore the content of the selections. First Read charts highlight strategies student can use for comprehension.</p> <p>SE/TE: First Read, 42, 70, 126, 234, 362; Analyze Craft and Structure: Figurative Language, 101, 143; Analyze Word Choice, 367; Closer Look: Analyze Setting, 421</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The Teacher’s Edition has everything need for planning and instruction. Grade 7 includes a Teacher Edition that include explicit instructional directions with clear goals and objectives.</p> <p>At the 7th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p>TE: Teaching: Comprehension Check, 45, 425, 475 Standards Support Through Teaching and Learning Cycle, 70D, 152D, 314D, 468D Standards, 83, 114, 165, 264, 368</p> <p>Tradebook Lesson Plans in <i>myPerspectives Plus</i>, include assessments that accompany lessons associated with tradebook titles. In addition, <i>myPerspectives Plus</i>, includes the <i>myPerspectives Professional Development</i> that brings together the art and science of teaching with innovative professional suggestions to help teachers reimagine their craft.</p>

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<p>• Strategies to gradually increase difficulty as students' comprehension skills strengthen</p>	<p>At the 7th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Facilitating: <i>Thank you, M'am</i>, 315–318; Facilitating: <i>He -y, Come On Ou -t!</i>, 421–424</p> <p>The digital resources in <i>myPerspectives Plus</i>, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level.</p>
<p>• Strategies to support student acquisition of knowledge supporting specific common core standards</p>	<p>Activities throughout the Teacher's Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myPerspectives</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>

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<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myPerspectives</i> creates opportunities for student success with the Whole-Class and Small-Group Learning activities. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>See the following examples:</p> <p>TE: Planning, 126A–126D, 200A–200D, 420C–420D; Teaching with Trade Books, T36–T45; Whole-Class Learning, 126A–145, 362A–385; Small-Group Learning, 94A–103, 420A–429; Independent Learning, 106–108F, 432–434D Performance Task: Present a Nonfiction Narrative, 104–105; Write an Explanatory Essay, 482–487; Performance-Based Assessment, 112, 220, 348, 438, 536</p>
<ul style="list-style-type: none"> • Clear guidance for documenting student progress toward meeting grade-level standards 	<p>Pearson's <i>myPerspectives</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formal and informal assessments are offered for each selection in the program. Teacher Edition side-notes include Close Read and Closer Look activities allowing immediate assessment opportunities. Personalize for Learning allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, and Writing activities.</p> <p>Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text. Formal assessments include a Beginning-of-Year Test, Mid-Year Test, End-of Year Test, Selection Tests, and Unit Tests.</p>

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<p>(Continued)</p>	<p>(Continued) See the following examples:</p> <p>TE: Close Read, 20, 43, 236, 378; Closer Look, 96, 415; Performance Tasks, 104–105; Writing to Sources, 199, 296, 323; Personalize for Learning, 101, 153, 236, 326</p>
<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myPerspectives</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. <i>myPerspectives</i> Digital includes the interactive edition, audio editions, videos, and assessments. The Pearson BouncePages App allow students access audio, video, and multimedia selections through their mobile device.</p> <p><i>myPerspectivesPlus</i> includes hundreds of additional teacher resources instructors can use to customize your lessons. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.</p> <p>See the following examples:</p> <p>TE: Overview of the Interactive Student Edition, T18–T19; Resources for Flexibility, T32–T33 “Mother-Daughter Drawings”, 87 (Media: Image Gallery); “Ellen Ochoa: Director, Johnson Space Center”, 201 (Media: Video); “Urban Farming Is Growing a Greener Future”, 333 (Media: Photo Gallery); “Eagle Tracking at Follensby Pond”, 413 (Media: Photo Gallery); Teaching with Trade Books, T36–T45</p>

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7e. The materials include assessments along with:	
<ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myPerspectives</i> includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Performance-Based Assessment</i> allows students to demonstrate their learning by pulling together the content knowledge, process skills, and learning. • <i>Beginning-of-Year Test</i> determine each students' starting profile allowing teachers to plan which standards need focus. • <i>Unit Tests</i> allow students to apply standards taught in the unit with new texts. These tests provide an opportunity to remediate. • <i>Mid-Year Test</i> monitor student progress on skills and standards taught in the first half of the year. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment allows teachers to edit/add questions to an existing test or build an original test. Reports gather and track usage and students' growth on grade-level standards and skill.</p> <p>SE/TE: Assessment Overview, T24–T26 Performance-Based Assessment, 112, 220, 348, 438, 536</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>SE/TE: At the end of each unit in <i>myPerspectives</i> Grade 7, students can demonstrate understanding of acquired knowledge through performance based activities called Performance Tasks. Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text.</p> <p>See the following examples:</p> <p>Performance Task: Writing Focus: Write a Nonfiction Narrative, 52–57; Write an Argument, 392–397; Write an Explanatory Essay, 482–487; Performance Task: Speaking and Listening Focus: Present a Nonfiction Narrative, 104–105; Present an Explanatory Essay, 528–529</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myPerspectives</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group learning.</p> <p>Teaching with Trade Books provide students with another perspective on the topic. Trade Book lesson plans are available online in <i>MyPerspectives+</i>.</p> <p>See the following examples:</p> <p>TE: Teaching with Trade Books, T36–T45; Whole-Class Learning, 126A–145, 362A–385; Small-Group Learning, 94A–103, 420A–429; Independent Learning, 106–108F, 432–434D</p>

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<ul style="list-style-type: none"> • Reading selections and questions that progress in a logical sequence for gradual release 	<p>At the 7th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>A Simple Act; First Read</i>, 32–41; Teaching: <i>Dark They Were, and Golden-Eyed; Close Read</i>, 132–145; Facilitating: <i>Eagle Tracking at Follensby Pond; Making Meaning</i>, 412</p>

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<ul style="list-style-type: none"> • Enrichment tasks for students who are on target for meeting grade-level expectations 	<p>At the 7th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning: Challenge activities at the bottom of various lesson pages that encourage students to go beyond the text and explore new avenues of study. The Planning pages for each selection includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Decide and Plan section includes Challenge lessons that provide students activities that can go beyond a simple interpretation of the text.</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p> <p>See the following examples in the Teacher’s Edition:</p> <p>Decide and Plan, 12C, 42C, 456C Personalize for Learning: Challenge, 19, 90, 101, 157, 327, 378</p> <p>The digital resources in <i>myPerspectives Plus</i>, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level. This material includes interactive activities that allow students to engage in responses to evidence gathering, drawing conclusions or making inferences, create arguments using text as supporting evidence, and answering and generating questions that call for critical thinking, as well clue searching within the text. These items allow students to delve deeper within the text as they read and think about what they are reading. These materials are offered in more than one language. Grade 7 Editions are available for Teachers and students.</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>English Learner/High Interest Support>Sleuth</p>

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<p>• Steps to take when evidence suggests that students are starting to fall behind</p>	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myPerspectives</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>At the 7th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning activities that provide students opportunities to work with each unit topic, assisting students through and with writing, parts of speech and cultural context. <i>myPerspectives</i> provides ELL Language Support throughout lessons to assist students who do not speak English as a first language. Learning strategies are noted and suggested at the bottom of various lesson pages for reference, specifically noting ways for students to grasp language that may be content specific or unfamiliar to them as they read the text.</p> <p>Helpful strategies are provided within each text to support teachers as they delve into the lessons. These strategies include:</p> <p>TE: Personalize for Learning: English Language Support: Point of View, 30; Idioms, 449; Cognates, 355; Personalize for Learning: Strategic Support: Organization, 467; Extend, 481</p> <p>The digital resources in <i>myPerspectives Plus</i>, include contain a supply of various materials that can engage English Language Learners.</p> <p>Reading activities call QReads engage reading, listening, and writing skills with a structure that allows for progression from one level to another; these activities can assist teachers as they work with students to effectively acquire their reading skills.</p>