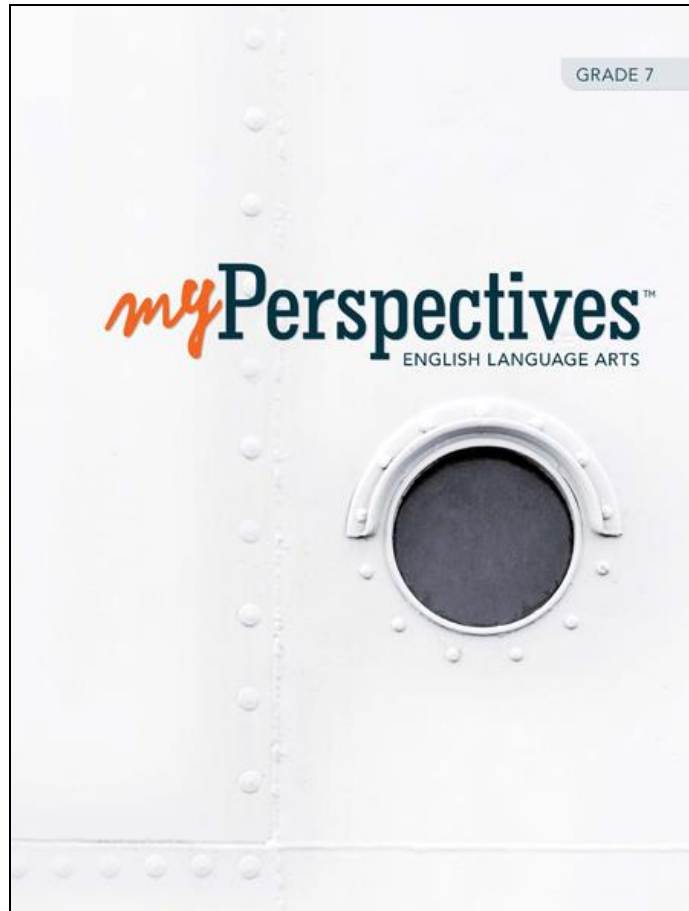


**A Correlation of**



**Grade 7, ©2017**

**To the**

**Oklahoma Academic Standards  
for English Language Arts  
Grade 7**

# A Correlation of myPerspectives, Grade 7 to the Oklahoma Academic Standards for English Language Arts

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the Oklahoma Academic Standards for English Language Arts. 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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<b>7.1 Speaking and Listening</b>	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
7.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	<p><b>SE/TE:</b> Speaking and Listening: Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Present and Evaluate, 529; Present and Discuss, 93; Group Discussion Tip, 66, 77, 93, 178, 196, 208, 320, 328, 339, 408, 426, 509, 524; Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539; Working as a Team, 60, 172, 312, 400, 490</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions Middle School&gt;Group Discussions</p>
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<p><b>SE/TE:</b> Speaking and Listening: Present and Evaluate, 69; Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Role Play, 481; Writing to Sources: Discussion and Reflect, 323; Discussion Tip, 426</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview. See for example: 60, 172, 312, 400</p>

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7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	<p><b>SE/TE:</b> Speaking and Listening: Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Present and Evaluate, 529; Present and Discuss, 93; Group Discussion Tip, 66, 77, 93, 178, 196, 208, 320, 328, 339, 408, 426, 509, 524; Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539; Working as a Team, 60, 172, 312, 400, 490</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions-Middle School&gt;Group Discussions&gt;Skills and Guidelines</p>
7.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Multimedia Profiles, 528–529; Performance-Based Assessment: Multimedia Presentation, 114; Oral Presentation, 222, 350, 440, 538; Multimedia Presentation, 69, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Monologue, 31; Visual Presentation, 163</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Giving a Presentation-Middle School</p>

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7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	<p><b>SE/TE:</b> Working as a Team, 60, 172, 312, 400, 490; Speaking and Listening: Group Discussion, 203, 503; Collaborative Discussion, 331; Group Discussion Tip, 66, 77, 93, 178, 196, 208, 320, 328, 339, 408, 426, 509, 524</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions-Middle School&gt;Group Discussions&gt;Skills and Guidelines</p>
<b>7.2 Reading Foundations</b> with Reading and Writing Process	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
7.2.F Fluency: Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	<p><b>SE/TE:</b> Performance Task: Speaking and Listening Focus, 104–105, 212–213, 340–341, 430–431, 528–529; Performance-Based Assessment: Speaking and Listening, 114, 222, 350, 440, 528; Monologue, 31; Group Discussion Tip, 102; Write It (read paragraphs aloud), 395</p> <p><b>TE only:</b> WriteNow (read aloud), 98; Read Aloud and Confirm Predictions, 109; Strategic Support, 264C</p>
Students will use a variety of recursive reading and writing processes.	
7.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.	
7.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	<p><b>SE/TE:</b> Writing to Sources: How-To Essay, 527; Summary, 8, 122, 230, 358, 448; Respond, 82, 176, 264, 392; Notebook, 26, 38, 46, 66, 77, 196, 208, 408, 509, 524; Gather evidence, 50, 53, 150, 165, 305, 393, 483</p>

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7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	<b>SE/TE:</b> Cite Textual Evidence, 26, 27, 38, 39, 46, 47, 66, 67, 77, 78, 100, 142, 143, 158, 159, 178, 179, 196, 202, 208, 209, 260, 261, 292, 293, 301, 320, 321, 328, 329, 338, 366, 367, 382, 383, 408, 409, 426, 427, 462, 463, 465, 476, 477, 500, 509, 510, 515, 524, 525; Writing To Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; News blog, 33; Memoir, 43, 71, 325; News article, 63, 153, 175; Autobiographical narrative, 493; Autobiography excerpt, 505; Newspaper article, 519
7.2.R.3 Students will paraphrase main ideas with supporting details in a text.	<b>SE/TE:</b> Connect Across Texts, 305, 393; Discussion Questions, 503; Quote Accurately, R27 <b>TE only:</b> Writing to Sources, 480; Small-Group Learning, 513
7.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
7.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing To Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising

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7.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	<p><b>SE/TE:</b> Prewriting/Planning, 53, 165, 305, 393, 466, 483; Writing to Compare: Prewriting, 50, 84, 150, 302, 390, 516</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;The Writing Process-Middle School&gt; Drafting, Revising</p>
7.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	<p><b>SE/TE:</b> Drafting, 54, 166, 306, 391, 394, 467, 484; Writing to Compare: Drafting, 51, 85, 151, 303, 517</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;The Writing Process-Middle School&gt; Drafting, Revising</p>
7.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.	<p><b>SE/TE:</b> Revising, 56, 168, 308, 391, 396, 467, 486; Editing, 57, 169, 309, 397, 487; Writing to Compare: Review, Revise, and Edit, 51, 85, 151, 303, 517</p>
7.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	<p><b>SE/TE:</b> Review and Revise, 151, 303, 391, 467; Proofread, 169; Editing and Proofreading, 397, 487</p> <p><b>TE only:</b> Review and Revise, 51; Editing and Proofreading, 57, 309</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Nouns: Singular and Plural</p>



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<b>7.3 Critical Reading and Writing</b>	
Students will apply critical thinking skills to reading and writing.	
7.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	<b>SE/TE:</b> Evaluate Argument and Claims, 209; Author’s Purpose: Word Choice and Humor, 501; Author’s Purpose: Autobiographical Writing, 510; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517
7.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	<b>SE/TE:</b> First-Person Point of View, 27, 510; Analyze Craft and Structure: Author’s Point of View, 39; Analyze Craft and Structure: Narrative Point of View, 47 <b>TE only:</b> Infer Point of View, 318; Analyze Author’s Viewpoint, 364
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:	
7.3.R.3.a setting	<b>SE/TE:</b> Setting, 80, 83; Elements of a Nonfiction Narrative, 52; Organize Your Ideas (setting in a poem), 103; Comprehension Check, 141; Close Read, 241, 249, 267; Text Structure: Stage Directions, 293; Writing to Compare, 466–467
7.3.R.3.b plot	<b>SE/TE:</b> Compare Elements, 150; Drafting, 151; Notebook (plot summary), 195; Elements of a Short Story: Conflict and Resolution, 197; Plot, 321 <b>TE only:</b> Closer Look: Analyze Plot, 136; Analyze Conflict, 185, 193

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7.3.R.3.c characters (i.e., protagonist, antagonist)	<p><b>SE/TE:</b> Draw Conclusions, 26; Analyze Craft and Structure: Character and Point of View, 27; Monologue, 31; Elements of a Nonfiction Narrative, 52; Develop Characters, 53; Comprehension Check, 149; Writing to Compare, 150–151; Text Structure: Dialogue in Drama, 261; Speaking and Listening: Analyze the Characters, 297</p> <p><b>TE only:</b> Closer Look: Analyze Character, 13, 128, 131, 252, 258; Analyze Relationships, 33; Analyze Character Development, 317</p>
7.3.R.3.d characterization	<p><b>SE/TE:</b> Narrative Nonfiction: Characterization, 78; also see: Draw Conclusions, 26; Analyze Craft and Structure: Character and Point of View, 27; Monologue, 31; Elements of a Nonfiction Narrative, 52; Develop Characters, 53; Comprehension Check, 149; Writing to Compare, 150–151; Text Structure: Dialogue in Drama, 261; Speaking and Listening: Analyze the Characters, 297</p> <p><b>TE only:</b> Closer Look: Draw Conclusions, 44; Closer Look: Analyze Character, 13, 128, 131, 252, 258; Analyze Characterization, 269, 326; Analyze Relationships, 33; Analyze Character Development, 317; First Read: Annotate, 456</p>
7.3.R.3.e theme	<p><b>SE/TE:</b> Analyze Craft and Structure: Theme, 463, 477</p> <p>Figurative Language: Symbolism, 101; Analyze the Text, 408; Notebook, 410; Speaking and Listening: Dramatic Reading, 297; Literary Elements: Irony, 427</p>
7.3.R.3.f conflict (i.e., internal and external)	<p><b>SE/TE:</b> Draw Conclusions, 26; Elements of a Nonfiction Narrative, 52; Compare Elements, 150; Drafting, 151; Notebook (plot summary), 195; Elements of a Short Story: Conflict and Resolution, 197; Plot, 321</p> <p><b>TE only:</b> Closer Look: Analyze Plot, 136; Analyze Conflict, 185, 193</p>

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7.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:	
7.3.R.4.a simile	<b>SE/TE:</b> Analyze Craft and Structure, Figurative Language: Metaphor and Simile, 143 <b>TE only:</b> Analyzing Simile, 404
7.3.R.4.b metaphor	<b>SE/TE:</b> Analyze Craft and Structure, Figurative Language: Metaphor and Simile, 143; Analyze Craft and Structure, 209 <b>TE only:</b> Analyzing Metaphor, 380; Analyze Figurative Language, 507
7.3.R.4.c personification	<b>SE/TE:</b> Analyze Craft and Structure: Figurative Language: Personification, 143 <b>TE only:</b> Write Now, 424; Analyze Figurative Language, 507
7.3.R.4.d onomatopoeia	<b>SE/TE:</b> Literary Terms Handbook, R47 <b>TE only:</b> Analyze Craft and Structure, 409
7.3.R.4.e hyperbole	<b>SE/TE:</b> Analyze Craft and Structure: Hyperbole, 501 <b>TE only:</b> Hyperbole, 493
7.3.R.4.f imagery	<b>SE/TE:</b> Analyze Craft and Structure: Author's Word Choice: Imagery, 367; Description, 465; Analyze the Text, 509
7.3.R.4.g symbolism	<b>SE/TE:</b> Analyze Craft and Structure: Figurative Language: Symbolism, 101 <b>TE only:</b> Analyze Symbols, 24; Analyze Symbolism, 96; Symbolism, 256, 417
7.3.R.4.h tone	<b>SE/TE:</b> Analyze the Text, 46; Tone, 80; Media Vocabulary, 83; Notebook, 390; Diction and Tone, 410; Autobiographical Writing, 510 <b>TE only:</b> Analyze Author's Tone, 63; Analyze Tone, 98, 494; Hyperbole, 493
7.3.R.4.i irony	<b>SE/TE:</b> Literary Elements: Irony, 427 <b>TE only:</b> Analyze Craft and Structure, 427, 501

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7.3.R.5 Students will distinguish factual claims from opinions.	<b>SE/TE:</b> Evaluate Argument and Claims, 209 <b>TE only:</b> Evaluating an Argument, 206; Analyze Argument, 206
7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.	<b>SE/TE:</b> Analyze Craft and Structure: Expository Writing, 159; Development of Ideas: Text Structure, 179; Evaluate Argument and Claims, 209; Analyze Structure: Biographical Writing, 525; Persuasive Speech, 383; Elements of a Short Story, 427; Autobiographical Writing, 510 Make Inferences, 46, 366; Infer, 67, 179; Infer Setting, 334; Infer Point of View, 318 <b>TE only:</b> Conclude (examples), 13, 18, 24, 33, 63, 72, 74, 81, 87, 88, 147, 155, 183, 185, 191, 193, 201, 206, 315, 317, 318, 326, 333, 334, 336, 364, 376, 413, 415, 416, 453, 469, 474, 493, 494, 507, 513, 519; Launch Text: Informational Model, 228; Argument Model, 356; Informative Essay Model, 228
7.3.R.7 Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inferences.	<b>SE/TE:</b> Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; QuickWrite, 9, 123, 231, 359, 449
7.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
7.3.W.1 Narrative: Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Writing to Sources: Retelling, 30; Revised Ending, 199; Alternate Ending, 429; Journal Entry, 323; Narrative Poem, 103; Nonfiction Narrative, 112–113; Resources Tool Kit: Narrative, R18–R23

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<p style="text-align: center;"><b>Oklahoma Academic Standards English Language Arts</b></p>	<p style="text-align: center;"><b>myPerspectives Grade 7</b></p>
<p>7.3.W.2 Informative: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.</p>	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Essay, 304–309; Write an Informative Essay, 482–487; Writing to Compare: Explanatory Essay, 50–51; Informational Report, 211; Writing to Sources: Explanation, 480; Explanatory Essay, 296, 348–349; How-to Essay, 527; Small-Group Performance Task: Present an Explanatory Essay, 340–341; Resources Tool Kit: Informative, R12–R17</p>
<p>7.3.W.3 Argument-Grade Level Focus: Students will introduce a claim and organize reasons and evidence, using credible sources.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument: Editorial, 164–169; Write an Argument, 392–397; Small-Group Performance Task: Present an Argument, 212–213; Writing to Compare, 150–151, 302–303, 390–391, 466–467; Writing to Sources: Argument, 220–221, 370, 438–439; Blog Post, 162; Resources Tool Kit: Argument, R6–R11</p>
<p>7.3.W.4 Argument - Grade Level Focus: Students will show relationships among the claim, reasons, and evidence.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument: Editorial, 164–169; Write an Argument, 392–397; Small-Group Performance Task: Present an Argument, 212–213; Writing to Compare, 150–151, 302–303, 390–391, 466–467; Writing to Sources: Argument, 220–221, 370, 438–439; Blog Post, 162; Resources Tool Kit: Argument, R6–R11</p>

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<b>7.4 Vocabulary</b>	
Students will expand their working vocabularies to effectively communicate and understand texts.	
7.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<p><b>SE/TE:</b> Word Network, 7, 121, 229, 357, 447; 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; Academic Vocabulary, 5, 119, 227, 355, 445; Media Vocabulary, 80, 83, 86, 92, 146, 149, 298, 301, 412, 418, 452, 455, 512, 515; Technical Vocabulary, 324, 328, 386</p> <p><b>TE only:</b> Concept Vocabulary, 64, 65, 71, 73, 97, 136, 175, 184, 186, 189, 194, 205, 207, 320, 404, 405, 406, 414, 423, 424, 473, 497, 498, 506, 520; Technical Vocabulary, 325, 326; Domain Specific Words, 200, 298, 412</p> <p>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.</p>
7.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p><b>SE/TE:</b> 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>
7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	<p><b>SE/TE:</b> Context Clues, 62, 77, 94, 174, 182, 314, 420, 492, 504, 518; also see: Word Network, 7, 121, 229, 357, 447</p> <p><b>TE only:</b> Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 44, 70</p>

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7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	<b>SE/TE:</b> Word Study: Connotation and Denotation, 100; Analyze Craft and Structure, 367; Word Choice, 410; Synonyms and Nuance, 144; Multiple-Meaning Words, 40, 208, 320 <b>TE only:</b> Word Analysis, 376; Connotations, 510; Multiple-Meaning Words, 132, 137, 237, 252, 266, 271, 282
7.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	<b>SE/TE:</b> Word Study, 77, 100, 144, 160, 178, 262, 294, 384, 464, 478, 524; Concept Vocabulary, 196, 202; Technical Vocabulary, 328; Academic Vocabulary, 5, 119, 227, 355, 445; Multiple-Meaning Words, 40, 208, 320; Using a Dictionary, 402 <b>TE only:</b> Vocabulary Development, 70, 244; Personalize for Learning, 14, 216; Technical Vocabulary, 325, 326; Concept Vocabulary, 402, 406, 497, 498
7.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	<b>SE/TE:</b> Performance-Task Writing: Academic Vocabulary, 52, 164, 304, 392, 482; Drafting, 51, 54, 85, 151, 166, 303, 306, 391, 394, 467. 484, 517; Academic Vocabulary, 5, 119, 227, 355, 445
7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	<b>SE/TE:</b> Drafting, 51, 54, 85, 151, 166, 303, 306, 391, 394, 467. 484, 517; Word Choice, 30, 162, 168, 286, 370, 410, 480
<b>7.5 Language</b>	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
7.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses.	<b>SE/TE:</b> Conventions: Independent and Dependent Clauses, 79; Prepositions and Prepositional Phrases, 322; Types of Dependent Clauses, 511  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Conventions> Interactive Grammar Practice Lessons>Phrases: Prepositions and Prepositional

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7.5.R.2 Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<p><b>SE/TE:</b> Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook, R59</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Conventions &gt;Interactive Grammar Practice Lessons&gt;Sentences: Complex and Compound-Complex</p>
7.5.R.3 Students will recognize the subject and verb agreement.	<p><b>SE/TE:</b> Subject-Verb Agreement, 263; Grammar Handbook: Subject and Verb Agreement, R60</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Conventions &gt;Interactive Grammar Practice Lessons&gt;Agreement: Subject-Verb  <i>myPerspectives Plus ELA</i> &gt;Conventions&gt;Grammar Tutorials: Subject-Verb Agreement Grammar Gab</p>
7.5.R.4 Students will recognize and correct misplaced and dangling modifiers.	<p><b>SE/TE:</b> Sentence Fluency: Revising Sentences Using Participles, 395</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Conventions &gt;Interactive Grammar Practice Lessons&gt;Modifiers: Misplaced and Dangling</p>
7.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	<p><b>SE/TE:</b> Conventions: Punctuation Marks, 428; Commas, 479; The Use of Commas, 485; Edit for Conventions, 487; Performance Task: Editing/ Proofreading, 57, 169, 309, 397, 487; Grammar Handbook, R64</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Conventions &gt;Interactive Grammar Practice Lessons&gt;Punctuation</p>



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7.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	<p><b>SE/TE:</b> Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook, R59</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Conventions &gt;Interactive Grammar Practice Lessons&gt;Sentences: Complex and Compound-Complex</p>
7.5.W.3 Students will use prepositional phrases and clauses (e.g., dependent and independent) in writing.	<p><b>SE/TE:</b> Conventions: Independent and Dependent Clauses, 79; Prepositions and Prepositional Phrases, 322; Types of Dependent Clauses, 511</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>            &gt;Conventions&gt;Interactive Grammar Practice Lessons&gt;Phrases: Prepositions and Prepositional</p>
<b>7.6 Research</b>	
Students will engage in inquiry to acquire, refine, and share knowledge.	
7.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
7.6.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.	<p><b>SE/TE:</b> Formulate a Research Question, 419; Research to Clarify &amp; 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, 419; Gather Evidence, 393; Conducting Research, R24–R33</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Writing and Research&gt;Interactive Research Lessons&gt;Research Writing-Middle School</p>

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7.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	<p><b>SE/TE:</b> Research Project, 211, 419; Research to Clarify &amp; 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; Conducting Research, R24–R33</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Writing and Research&gt;Interactive Research Lessons&gt;Research Writing-Middle School</p>
7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	<p><b>SE/TE:</b> Research to Clarify &amp; 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; Gather Evidence, 393; Conducting Research, R24–R33</p>
7.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
7.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	<p><b>SE/TE:</b> Research to Clarify &amp; 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; Gather Evidence, 393; Conducting Research, R24–R33</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Writing and Research&gt;Interactive Research Lessons&gt;Integrating Quotations, Citations, and Images-Middle School  Interactive Research Lessons&gt; Sources and Evidence-Middle School</p>

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<p style="text-align: center;"><b>Oklahoma Academic Standards English Language Arts</b></p>	<p style="text-align: center;"><b>myPerspectives Grade 7</b></p>
<p>7.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; 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; Multimedia Presentation, 181, 371; Costume Plan, 297; Gather Evidence, 393; Conducting Research, R24–R33</p> <p><b>TE only:</b> 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><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Writing and Research&gt;Interactive Research Lessons&gt;Integrating Quotations, Citations, and Images-Middle School            Interactive Research Lessons&gt; Sources and Evidence-Middle School</p>
<p>7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	<p><b>SE/TE:</b> Credit Sources, 181; Plan the Project, 339; Conduct Research, 527; Formats for Citing Sources, R32; MLA Style, R33</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i> &gt;Writing and Research&gt;Interactive Research Lessons&gt;Integrating Quotations, Citations, and Images-Middle School            Interactive Research Lessons&gt; Sources and Evidence-Middle School</p>
<p>7.6.W.4 Students will summarize and present information in a report.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; 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; Gather Evidence, 393; Conducting Research, R24–R33</p>

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<b>7.7 Multimodal Literacies</b>	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
7.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
7.7.R.1 Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	<p><b>SE/TE:</b> Analyze the Media, 83, 92, 149, 338, 389, 418, 455; Digital Media Presentation, 339; Multimedia Presentation, 69, 181, 371; Costume Plan, 297; Whole-Class Performance Task: Present Multimedia Profiles, 528-529; Writing to Compare, 466-467, 516-517</p> <p>In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, the Working as a Team feature, and Group Discussion Tips.</p>
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	<b>SE/TE:</b> Analyze the Media, 83, 92, 149, 338, 389, 418, 455; Writing to Compare, 466-467, 516-517
7.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	<b>SE/TE:</b> Digital Media Presentation, 339; Multimedia Presentation, 69, 181, 371; Costume Plan, 297; Whole-Class Performance Task: Present Multimedia Profiles, 528-529 Writing to Compare: Multimedia Presentation, 516-517
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	<b>SE/TE:</b> Performance Task: Present a Retelling, 78-79; Digital Media Presentation, 339; Multimedia Presentation, 69, 181, 371; Costume Plan, 297; Whole-Class Performance Task: Present Multimedia Profiles, 528-529; Writing to Compare: Multimedia Presentation, 516-517

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 7
<b>7.8 Independent Reading and Writing</b>	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
<p>7.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 533</p> <p>Also see:            "The Last Dog," 183; A Christmas Carol: Scrooge and Marley, Act I, 235; A Christmas Carol: Scrooge and Marley, Act II, 265; Scrooge, 299;            "Thank You, M'am," 315; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 404; "He—y, Come On Ou—t!" 421; from The Grapes of Wrath, 457; "The Circuit," 469;            Independent-Learning Selections (Digital Only): "Lineage," "Family," "The Grandfather and His Little Grandson," "Water Names," "An Hour with Abuelo," "Science-Fiction Cradlesong," "A Retrieved Reformation," from My Side of the Mountain, "How Grandmother Spider Stole the Sun," "Four Skinny Trees," "Rikki-Tikki Tavi"; Common Core Companion, 88–89</p> <p><b>Digital Resources:</b>  <i>myPerspectives ELA National Grade 7</i>&gt;Student Edition&gt;Units 1-5 Independent Learning</p>

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7.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p><b>SE/TE:</b> Overview: Independent Learning, 106–107, 214–215, 342–343, 432–433, 530–531; Independent Learning, 108–110, 216–226, 344–346, 434–436, 532–534</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T37–T45; Independent Learning, 108A–108F, 216A–216D, 344A–344D, 434A–434D, 532A–532D</p>
7.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p> <p>In addition, students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program.</p>
7.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and discover different perspectives.	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Explanatory Essay, 304–309; Write an Argument, 392–397; Write an Informative Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p>