

## A Correlation of



**Grade 7, ©2017**

To the

**Pennsylvania Core Standards  
English Language Arts  
Grade 7**

# A Correlation of *myPerspectives* ©2017, Grade 7 to the Pennsylvania Core Standards English Language Arts

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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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Pennsylvania Core Standards English Language Arts Grade 7	myPerspectives, ©2017 Grade 7
<b>Grade 7</b>	
<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
<b>CC.1.2.7.A</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  E07.B-K.1.1.2	<b>SE/TE:</b> Analyze Craft and Structure: Development of Central Ideas, 67; Analyze Interactions, 78; Analyze Word Choice: Imagery, 367; Notebook, 76, 177, 366  <b>TE only:</b> Informative Essay Model, 228
Key Ideas and Details - Text Analysis	
<b>CC.1.2.7.B</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.  E07.B-K.1.1.1	<b>SE/TE:</b> Cite Textual Evidence, 38, 39, 46, 47, 66, 67, 77, 158, 159, 178, 179, 202, 208, 209, 338, 366, 367, 382, 383, 509, 515, 524; Draw Conclusion, 38, 67, 158; Make Inferences, 46, 366; Infer, 67, 179; Infer Setting, 334  <b>TE only:</b> Conclude, 33, 63, 72, 74, 81, 87, 88, 147, 155, 201, 206, 333, 334, 336, 364, 376, 413, 415, 416, 453, 519; Challenge, 35; Draw Conclusions, 44
<b>CC.1.2.7.C</b> Analyze the interactions between individuals, events, and ideas in a text.  E07.B-K.1.1.3	<b>SE/TE:</b> Analyze Craft and Structure: Analyze Interactions, 78; Analyze Interactions: Reflective Writing, 329; A Analyze Word Choice: Humorous Writing, 501; Analyze Structure: Biographical Writing, 525
Craft and Structure - Point of View	
<b>CC.1.2.7.D</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  E07.B-C.2.1.1	<b>SE/TE:</b> 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; Determine Author's Purpose: Autobiographical Writing, 510  <b>TE only:</b> Analyze Author's Viewpoint, 364

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Craft and Structure - Text Structure	
<p><b>CC.1.2.7.E</b> Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.</p> <p>E07.B-C.2.1.2</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Expository Writing, 159; Analyze Structure: Biographical Writing, 525; Persuasive Speech, 383</p> <p><b>TE only:</b> Launch Text: Informational Model, 228; Argument Model, 356; Informative Essay Model, 228</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.2.7.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3</p>	<p><b>SE/TE:</b> 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</p>
Integration of Knowledge and Ideas - Diverse Media	
<p><b>CC.1.2.7.G</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>SE/TE:</b> Prepare to Compare, 84, 390, 516; Writing to Compare, 85, 391, 517</p>
Integration of Knowledge and Ideas - Evaluating Arguments	
<p><b>CC.1.2.7.H</b> Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>E07.B-C.3.1.1</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Evaluate Argument and Claims, 209; Evaluate an Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355; Summary, 358;</p> <p><b>TE only:</b> Launch Text: Argument Model, 356</p>
Integration of Knowledge and Ideas - Analysis Across Texts	
<p><b>CC.1.2.7.I</b> Analyze how two or more authors present and interpret facts on the same topic.</p> <p>E07.B-C.3.1.2</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Narrative Point of View, 47; Prepare to Compare, 50; Writing to Compare, 51</p>

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Vocabulary Acquisition and Use	
<p><b>CC.1.2.7.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E07.B-V.4.1.1 E07.B-V.4.1.2</p>	<p><b>SE/TE:</b> Word Network, 7, 121, 229, 357, 447; Concept Vocabulary, 32, 40, 48, 62, 66, 70, 77, 94, 152, 160, 174, 178, 204, 332, 338, 362, 368, 372, 384, 389, 504, 518, 524; 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> Technical Vocabulary, 325, 326; Domain Specific Words, 200, 298, 412</p>
<p><b>CC.1.2.7.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E07.B-V.4.1.1</p>	<p><b>SE/TE:</b> Multiple-Meaning Words, 208; Analyze Craft and Structure: Analyze Word Choice: Imagery, 367; Analyze Word Choice: Humorous Writing, 501; Concept Vocabulary, 32, 40, 48, 62, 66, 70, 77, 94, 152, 160, 174, 178, 204, 332, 338, 362, 368, 372, 384, 389, 504, 518, 524</p>

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Range of Reading	
<p><b>CC.1.2.7.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 32, 42, 62, 152, 174, 204, 324, 362, 372, 492, 504, 518; Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 532</p> <p><u>Literary nonfiction and informational text selections include the following:</u> A Simple Act, 32; An Invisible Thread, 42; Tutors Teach Seniors New High-Tech Tricks, 62; Mom &amp; Me &amp; Mom, 70; Mother-Daughter Drawings, 86; Danger! This Mission to Mars Could Bore you to Death!, 152; Future of Space Exploration Could See Humans on Mars, Alien Planets, 174; Ellen Ochoa, Director, Johnson Space Center, 200; Neil de Grasse Tyson on the Future of U.S. Space Exploration After Curiosity, 204; An American Childhood, 324; Urban Farming Is Growing a Greener Future, 332; Silent Spring, 362; Nobel Speech, 372; Al Gore's Nobel Acceptance Speech, 386; Eagle Tracking at Follensby Pond, 412; Surviving the Dust Bowl, 452; A Work in Progress, 492; The Story of My Life, 504; The Miracle Worker, 512; A Young Tinkerer Builds a Windmill, Electrifying a Nation, 518</p>
<p><b>1.3 Reading Literature</b> <b>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>	
Key Ideas and Details - Theme	
<p><b>CC.1.3.7.A</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>E07.A-K.1.1.2</p>	<p><b>SE/TE:</b> Analyze the Text, 292; Analyze Craft and Structure: Elements of a Short Story, 427; Setting and Cultural Context, 463; Determine Theme, 477; Writing to Sources: Write an Explanatory Essay, 480; Prepare to Compare, 302; Speaking and Listening, 411</p> <p><b>TE only:</b> Write Now, 85</p>

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Key Ideas and Details - Text Analysis	
<p><b>CC.1.3.7.B</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E07.A-K.1.1.1</p>	<p><b>SE/TE:</b> Cite Textual Evidence, 26, 27, 100, 142, 143, 196, 260, 261, 292, 293, 320, 328, 408, 409, 426, 462, 463, 465, 476, 477, 500; Analyze Craft and Structure: Conflict and Resolutions, 197; Small-Group Performance Task: Present and Explanatory Essay, 528; Draw Conclusions, 26; Infer Point of View, 318</p> <p><b>TE only:</b> 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>
Key Ideas and Details - Literary Elements	
<p><b>CC.1.3.7.C</b> Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>E07.A-K.1.1.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Conflict and Resolution, 197; Dialogue in Drama, 61; 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><b>TE only:</b> Analyze Character, 13; Analyze Plot, 136, 140, 193, 315; Conclude, 472; Analyze Details, 183; Close Read, 242</p>
Craft and Structure - Point of View	
<p><b>CC.1.3.7.D</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>E07.A-C.2.1.1</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Character and Point of View, 27; Writing to Sources: Journal Entry, 323; Reflect on Your Writing, 30; also see: Narrative Point of View, 47</p> <p><b>TE only:</b> Infer Point of View, 318</p>
Craft and Structure - Text Structure	
<p><b>CC.1.3.7.E</b> Analyze how the structure or form of a text contributes to its meaning.</p> <p>E07.A-C.2.1.2</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Dialogue in Drama, 261; Stage Directions, 293; Analyze Poetic Form: Lyric Poetry, 409</p>



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Craft and Structure - Vocabulary	
<p><b>CC.1.3.7.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p><b>SE/TE:</b> Figurative Language, 101; Rhythm and Repetition, 102; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137; Language Development: Author's Style: Description, 465; Close Read the Text, 476; Concept Vocabulary, 12, 28, 100, 126, 144, 182, 196, 234, 262, 264, 294, 296, 314, 316, 402, 408, 420, 426, 468, 478, 492, 500</p> <p><b>TE only:</b> Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150</p>
Integration of Knowledge and Ideas - Sources of Information	
<p><b>CC.1.3.7.G</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><b>SE/TE:</b> Prepare to Compare, 150, 302; Writing to Compare, 151, 303</p>
Integration of Knowledge and Ideas	
<p><b>CC.1.3.7.H</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>E07.A-C.3.1.1</p>	<p><b>SE/TE:</b> The Grapes of Wrath: Prepare to Compare, 466; Writing to Compare, 467</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.3.7.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E07.A-V.4.1.1</p>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 28, 100, 126, 144, 182, 196, 234, 262, 264, 294, 296, 314, 316, 402, 408, 420, 426, 468, 478, 492, 500; Word Study: Multiple-Meaning Words, 40, 66, 208, 320, 426</p>

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<p><b>CC.1.3.7.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p><b>SE/TE:</b> Word Network, 7, 121, 229, 357, 447; Close Read the Text, 476; Concept Vocabulary, 12, 28, 100, 126, 144, 182, 196, 234, 262, 264, 294, 296, 314, 316, 402, 408, 420, 426, 468, 478, 492, 500; Figurative Language, 101</p> <p><b>TE only:</b> Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150</p>
Range of Reading	
<p><b>CC.1.3.7.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Fiction, 12, 70, 126, 182, 234, 264, 314, 420, 456, 468; Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 532</p> <p><u>Literary fiction selections include the following:</u> Two Kinds, 12; Dark They Were, and Golden-Eyed, 126; Dark They Were, and Golden-Eyed Media, 146; The Last Dog, 182; A Christmas Carol: Scrooge and Marley, Act 1, 234; A Christmas Carol: Scrooge and Marley, Act 11, 264; A Christmas Carol Video, 298; Thank You, M'am, 314; Turtle Watchers/Nature Is What We See/The Sparrow, 402; He—y, Come On Ou—t!, 420; The Grapes of Wrath, 456; The Circuit, 468</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: Ribbons, James and The Giant Peach, The Outsiders, The Clay Marble)</p>

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<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
Informative/ Explanatory	
<b>CC.1.4.7.A</b> <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</b>	<b>SE/TE:</b> 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
Informative/Explanatory - Focus	
<b>CC.1.4.7.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.  E07.C.1.2.1 E07.E.1.1.1	<b>SE/TE:</b> Writing to Sources: Explanatory Essay, 296; Whole-Class Performance Task: Elements of a Cause-and-Effect Essay, 304; Drafting, 306; Small-Group Performance Task: Present an Informative Essay, 340–341; Drafting, 484; Comparison-and-Contrast Essay, 517; How-to Essay, 527
Informative/Explanatory - Content	
<b>CC.1.4.7.C</b> Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.  E07.C.1.2.2 E07.E.1.1.2	<b>SE/TE:</b> Whole-Class Performance Task: Elements of a Cause-and-Effect Essay, 304; Drafting, 306; Write an Explanatory Essay 483, 484, 486; Small-Group Performance Task: 340; Essay, 467; Writing to Sources: Explanatory Essay, 480; Explanatory Essay, 51, 296; How-to Essay, 527

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Informative/Explanatory - Organization	
<p><b>CC.1.4.7.D</b> Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p><b>SE/TE:</b> Performance Task: Write an Informative Essay, 304–309; Write an Explanatory Essay, 482–487; Writing to Compare: Explanatory Essay, 51, 296; Writing to Sources: Explanatory Essay, 480; Informative Essay, 296, 348; How-to Essay, 527</p>
Informative/Explanatory - Style	
<p><b>CC.1.4.7.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E07.C.1.2.4 E07.C.1.2.5 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p><b>SE/TE:</b> Writing to Sources: Explanatory Essay, 296; Whole-Class Performance Task: Drafting, 306; Revising for Evidence and Elaboration, 486; Small-Group Performance Task: Practice With Your Group, 529; Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Conventions: Conjunctions, 68; Author’s Style, 102, 410</p>

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Informative/Explanatory - Conventions of Language	
<p><b>CC.1.4.7.F</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 309, 487; Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Handbook R54–R62</p>
Opinion/Argumentative	
<p><b>CC.1.4.7.G</b> <b>Write arguments to support claims.</b></p>	<p><b>SE/TE:</b> 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>
Opinion/Argumentative - Focus	
<p><b>CC.1.4.7.H</b> Introduce and state an opinion on a topic.</p> <p>E07.C.1.1.1 E07.E.1.1.1</p>	<p><b>SE/TE:</b> Writing to Compare, 151, 303; Writing to Sources: Argument, 370; Blog Post, 162; Whole-Class Performance Task: Prewriting/Planning, 165, 393; Drafting, 166; Revising, 168, 396; Organize Your Ideas, 213; Writing to Sources: Argument, 370</p>

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Opinion/Argumentative - Content	
<p><b>CC.1.4.7.I</b> Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>E07.C.1.1.2 E07.E.1.1.2</p>	<p><b>SE/TE:</b> Writing to Compare, 151, 303, 391; Writing to Sources: Argument, 370; Blog Post, 162; Whole-Class Performance Task: Prewriting/Planning, 165, 393; Organize Your Ideas, 213</p>
Opinion/Argumentative - Organization	
<p><b>CC.1.4.7.J</b> Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Clearly Connect Your Ideas &amp; Write a Strong Conclusion, 166; Use Transitions, 396; Small-Group Performance Task: 213; Draft, 303; Writing to Sources: Argument, 370; Writing to Sources: Blog Post, 162; Write a Strong Conclusion, 396; Draft, 303</p>

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Opinion/Argumentative - Style	
<p><b>CC.1.4.7.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E07.C.1.1.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p><b>SE/TE:</b> Writing to Sources: Blog Post, 162; Edit for Conventions, 169; Appeal to Your Audience, 394; Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Conventions: Conjunctions, 68; Author’s Style, 102, 410</p>
Opinion/Argumentative - Conventions of Language	
<p><b>CC.1.4.7.L</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 169, 397; Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Handbook R54–R62</p>

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Narrative	
<p><b>CC.1.4.7.M</b> Write narratives to develop real or imagined experiences or events.</p>	<p><b>SE/TE:</b> 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>
Narrative Focus	
<p><b>CC.1.4.7.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E07.C.1.3.1</p>	<p><b>SE/TE:</b> Retelling, 30; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Drafting, 54; Narrative Poem, 103; Write Your Own Ending, 429;</p>
Narrative Content	
<p><b>CC.1.4.7.O</b> Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E07.C.1.3.2 E07.C.1.3.4</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Prewriting/Planning, 53; Narrative Poem, 103; Revised Ending, 199; Journal Entry, 323; Retelling, 30</p>
Narrative Organization	
<p><b>CC.1.4.7.P</b> Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Transitions, 54; Writing to Sources: Journal, 323; Use Precise Language &amp; Evaluating Your Draft, 56; Writing to Sources: Revised Ending, 199; Write Your Own Ending, 429</p>



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Narrative Style	
<p><b>CC.1.4.7.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Use precise language.</li> <li>Develop and maintain a consistent voice.</li> </ul> <p>E07.C.1.3.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5</p>	<p><b>SE/TE:</b> Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Conventions: Conjunctions, 68; Author’s Style, 102, 410; Performance Task: Write a Nonfiction Narrative, 52–57</p>
Narrative Conventions of Language	
<p><b>CC.1.4.7.R</b> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 57; Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Handbook R54–R62</p>

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Response to Literature	
<p><b>CC.1.4.7.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Gathering Evidence: 53, 165, 305, 393, 483; Writing to Compare, 51, 85, 151, 303, 391, 467; Writing to Sources: Argument, 370; Write an Explanatory Essay, 480</p>
Production and Distribution of Writing - Writing Process	
<p><b>CC.1.4.7.T</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>SE/TE:</b> 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>
Technology and Publication	
<p><b>CC.1.4.7.U</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>SE/TE:</b> 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 <b>TE only:</b> Digital Perspectives, 336; Finding Trustworthy Sources, 393</p>

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<b>Conducting Research</b>	
<p><b>CC.1.4.7.V</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>SE/TE:</b> 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; Informational Multimedia Presentation, 371; Digital Presentation, 181, Costume Plan, 297; Gather Evidence, 53, 393, 483; 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>
<b>Credibility, Reliability, and Validity of Sources</b>	
<p><b>CC.1.4.7.W</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> 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; Informational Multimedia Presentation, 371; Digital Presentation, 181, Costume Plan, 297; Gather Evidence, 53, 393, 483; 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>

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Range of Writing	
<p><b>CC.1.4.7.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> 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><b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>	
Comprehension and Collaboration - Collaborative Discussion	
<p><b>CC.1.5.7.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SE/TE:</b> Speaking and Listening: Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Present and Evaluate, 529; Group Discussion Tip, 66, 77, 93, 101, 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; Prepare to Compare, 50, 150, 302, 390, 466, 516; Working as a Team, 60, 172, 312, 400, 490, 500</p>
Comprehension and Collaboration - Critical Listening	
<p><b>CC.1.5.7.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>SE/TE:</b> Evaluate, 209; Performance Task: Present an Argument, 212–213, 430–431; Prepare to Compare: Comparing Media with Text, 390</p>
Comprehension and Collaboration Evaluating Information	
<p><b>CC.1.5.7.C</b> Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>SE/TE:</b> Analyze the Media, 92, 149, 390, 466, 516; Prepare to Compare, 302; Small-Group Performance Task: 341, 430</p>

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Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p><b>CC.1.5.7.D</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SE/TE:</b> 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>
Presentation of Knowledge and Ideas - Context	
<p><b>CC.1.5.7.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>SE/TE:</b> 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>
Integration of Knowledge and Ideas - Multimedia	
<p><b>CC.1.5.7.F</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>SE/TE:</b> 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>

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Conventions of Standard English	
<p><b>CC.1.5.7.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>	<p><b>SE/TE:</b> 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; also see: Conventions: Activity, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Handbook R54–R62</p>