

A Correlation of



Grade 7 ©2022

To the

Wisconsin Standards for English Language Arts 2020

A Correlation of myPerspectives English Language Arts Grade 7 ©2022 to the Wisconsin Standards for English Language Arts 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Wisconsin Standards for English/Language Arts 2020*. Correlation page references are to the Student Edition and Teacher Edition and are cited by selection title 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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Wisconsin Standards for English Language Arts, Grade 7, 2020	myPerspectives English Language Arts Grade 7
R.7: Reading	
Key Ideas and Details	
<p>R.7.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>SE/TE: Cite Textual Evidence (literary), 26, 27, 100, 142, 143, 196, 260, 261, 292, 293, 301, 320, 321, 328, 408, 409, 426, 427, 462, 463, 465, 476, 477, 500; Cite Textual Evidence (informative), 38, 39, 46, 47, 66, 67, 78, 158, 159, 178, 179, 202, 208, 209, 329, 338, 366, 367, 382, 383, 509, 510, 524; Read It: Notebook, 410; Analyze Craft and Structure: Elements of a Short Story: Conflict and Resolution, 197; Small-Group Performance Task: Present Multimedia Profiles, 528;</p> <p>TE only: Conclude (literary), 13, 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; Conclude (informative), 33, 63, 81, 87, 88, 155, 201, 206, 333, 334, 336, 364, 376, 413, 415, 416, 453, 519; Infer Point of View, 318</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions <i>myPerspectives ELA National Grade 7</i>>Unit Resources>Units 1-5</p>
<p>R.7.2: Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)</p>	<p>SE/TE: Notebook (summary), 141; Analyze Craft and Structure: Figurative Language: Symbolism (Theme), 100; Analyze the Text, 66, 292; Writing to Compare, 302; Author’s Style: Diction and Tone, 410; Speaking and Listening: Dramatic Reading (Theme), 411; Analyze Craft and Structure: Literary Elements: Irony (Theme), 427; Analyze Craft and Structure: Theme, 463, 477; Writing to Sources: Explanation, 480; Analyze the Text, 462, 476; Analyze Craft and Structure: Development of Central Ideas, 67; Development of Ideas: Text Structure, 179; Reflective Writing, 329; Notebook, 76, 177, 366; Unit Introductions (summaries), 8, 122, 230, 358, 448</p> <p>TE only: WriteNow: Theme, 85; Launch Text: Explanatory Essay Model, 228</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Summarize>Theme> Archetypal Theme</p>

Student Edition 4 TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

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<p>R.7.3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<p>SE/TE: Notebook, 195; Analyze Craft and Structure: Elements of a Short Story: Conflict and Resolution, 197; Dialogue in Drama, 261; Text Structure: Stage Directions, 293; Elements of a Short Story: Plot, 321; Elements of a Short Story: Irony, 427; Analyze the Text, 260, 292, 462; Analyze Craft and Structure: Development of Central Ideas, 67; Narrative Nonfiction: Characterization, 78; Reflective Writing, 329; Analyze the Text, 500; Analyze Word Choice: Humorous Writing, 501; Analyze the Text, 524; Analyze Craft and Structure: Text Structure: Biographical Writing, 525</p> <p>TE only: Analyze Character, 13; Analyze Plot, 136, 140, 193, 315; Analyze Setting, 183; Close Read, 242; Conclude, 472</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Character and Characterization>Conflict>Plot>Plot and Conflict</p>
<p align="center">Craft and Structure</p>	
<p>R.7.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>SE/TE: Analyze the Text, 100; Analyze Craft and Structure: Figurative Language: Symbolism, 101; Author’s Style: Rhythm and Repetition, 102; Close Read the Text, 142; Author’s Word Choice: Imagery, 367; Close Read, 137; Diction and Tone, 410; Author’s Style: Description, 465; Close Read the Text, 476; Analyze Craft and Structure: Weighted Words, 39; Evaluate Argument and Claims, 209; Author’s Word Choice: Imagery, 367; Author’s Purpose: Word Choice and Humor, 501; Analyze the Text, 509; Author’s Purpose: Autobiographical Writing, 510; Concept Vocabulary (literary), 12, 28, 100, 126, 144, 182, 196, 234, 262, 264, 294, 296, 314, 316, 402, 408, 420, 426, 456, 464, 468, 478; Analyze the Text, 142; Concept Vocabulary(informative), 32, 40, 42, 48, 62, 66, 70, 77, 94, 100, 152, 160, 174, 178, 204, 332, 338, 362, 368, 372, 384, 389, 492, 500, 504, 509, 518, 524</p> <p>TE only: Analyze Symbolism, 96; Figurative Language, 363, 507; Word Forms, 150</p>

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<p>(Continued) R.7.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>(Continued) Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>
<p>R.7.5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p>SE/TE: Close Read the Text, 260; Analyze Craft and Structure: Text Structure: Dialogue in Drama, 261; Stage Directions, 293; Analyze Poetic Form: The Speaker in The Lyric Poetry, 409; Analyze the Text, 292, 408; Close Read the Text, 158; Analyze Craft and Structure: Development of Central Ideas, 67; Text Structure: Informative Writing, 159; Development of Ideas: Text Structure, 179; Biographical Writing, 525; Argument: Persuasive Speech, 383; Analyze the Text, 158, 524 TE only: Launch Text: Explanatory Essay Model, 228; Argument Model, 356 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Text Structure: Chronological Order>Drama>Poetry of Cultural Identity</p>
<p>R.7.6: In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL) In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Character and Point of View, 27; Narrative Point of View, 47; Writing to Sources: Journal Entry, 323; Writing to Sources: Reflect on Your Writing, 30; Speaker in The Lyric Poetry, 409; Analyze the Text, 26; Analyze Craft and Structure: Author’s Point of View, 39; Narrative Point of View, 47; Author’s Purpose: Word Choice and Humor, 501; Evaluate Argument and Claims, 209; Author’s Purpose: Autobiographical Writing, 510; Analyze the Text, 38, 46, 500 TE only: Infer Point of View, 318; Analyze Author Viewpoint, 364 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View</p>

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Integration of Knowledge and Ideas	
<p>R.7.7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI&RL)</p>	<p>SE/TE: Writing to Compare, 84–85, 150–151, 302–303, 390–391, 516–517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>
<p>R.7.8: Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Evaluate Argument and Claims, 209; Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355; Summary, 358; Quickwrite, 123, 359; Close Read the Text, 382</p> <p>TE only: Launch Text: Argument Model, 356</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Persuasive Appeals>Evaluate Author’s Conclusions>Persuasive Speech>Persuasive Techniques</p>
<p>R.7.9: Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>SE/TE: The Grapes of Wrath: Writing to Compare, 466–467; Cultural and Historical Context, 463; Writing to Compare, 50–51, 84–85, 516–517; Performance Task: Write an Argument, 392–397</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions</p>

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W.7: Writing Standards	
Text Types and Purposes	
<p>W.7.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>SE/TE: 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, 103, 162, 199, 296, 323, 370, 429, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p> <p>TE only: WriteNow, 9, 78, 85, 98, 143, 179, 230, 261, 283, 321, 329, 370, 380, 424, 478</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
W.7.2: Write text in a variety of modes:	
<p>W.7.2.a: Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.</p>	<p>SE/TE: Performance Task: Write an Argument: Write an Argument, 164–169; Write an Argument, 392–397; Blog Post, 162; Small-Group Performance Task: Present and Argument, 212–213; Writing to Compare, 390–391, 466–467; Writing to Sources: Argument, 219–221, 370, 437–439; Resources Tool Kit: Argument, R6–R11</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Argument-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Argument</p>

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<p>W.7.2.b: Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Performance Task: Write an Explanatory Essay, 304–309; Write an Informative Essay, 482–487; Writing to Compare, 50–51, 84–85, 150–151, 296–297, 302–303, 516–517; Informational Report, 211; Writing to Sources: Explanation, 480; Explanatory Essay, 296, 348; How-to Essay, 527; Small-Group Performance Task: Present an Explanatory Essay, 340–341; Performance-Based Assessment, 535–537; Research, 419; Present Multimedia Profiles, 528</p> <p>Resources Tool Kit: Information/Explanatory Texts, R12–R17</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Informative/Explanatory-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Informative/Explanatory Essay</p>
<p>W.7.2.c: Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Writing to Sources: Revised Ending, 199; Alternate Ending, 429; Journal Entry, 323; Retelling, 30; Narrative Poem, 103; Nonfiction Narrative, 111–113; Resources Tool Kit: Narrative, R18–R23</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Narrative-Middle School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Short Story</p>

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W.7.3: Create writing that utilizes:	
W.7.3.a: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.	<p>SE/TE: Organize Your Argument, 166, 394; Write a Memorable Conclusion, 396; Develop Your Introduction, 306; Organize, 306, 484; Conclusion, 308, 486</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons</p>
W.7.3.b: Transitions: use a variety of appropriate transitions that connect and develop ideas.	<p>SE/TE: Organize a Sequence of Events, 54; Use Transitions, 54; Use Precise Language, 56; Use Transitions, 306, 396</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons</p>
W.7.3.c: Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.	<p>SE/TE: Develop Technique: Finding Your Voice, 55; Choose Precise Words, 168; Word Choice, 30, 162, 296, 370, 410, 480</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons</p>

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Production and Distribution of Writing	
<p>W.7.4: Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SE/TE: 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, 103, 162, 199, 296, 323, 370, 429, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p> <p>TE only: WriteNow, 9, 78, 85, 98, 143, 179, 230, 261, 283, 321, 329, 370, 380, 424, 478</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>W.7.5: 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>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; Writing, 103, 429</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: The Writing Process-Middle School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing</p>

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	Focus
<p>W.7.6: Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>SE/TE: Digital Multimedia Presentation, 339; Multimedia Presentation, 69, 181, 371, 538; Whole-Class Performance Task: Use a Blog Post, 392; Gather Evidence, 393; Publishing and Presenting, 309, 397; How-to Essay, 527; Review, Revise, Edit, 85; Publishing and Presenting, 309; Analyze the Media, 338; Conducting Research, R24–R26</p> <p>TE only: Digital Perspectives, 336; Finding Trustworthy Sources, 393</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>
<p>Inquiry to Build and Present Knowledge</p>	
<p>W.7.7: Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>SE/TE: Research: Informational Report, 211; Digital Multimedia Presentation, 339; Research Paper, 419; Speaking and Listening: Multimedia Presentation, 69, 181, 371; Costume Plan, 297; Research Migrant Life, 481; 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; Gather Evidence/Details, 50, 53, 393, 483; Writing to Sources, 162, 527; Research, 211; Analyze the Media, 338; 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; Digital Perspectives, 16</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons-Middle School</p>

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<p>W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: Research: Informational Report, 211; Digital Multimedia Presentation, 339; Research Paper, 419; Speaking and Listening: Multimedia Presentation, 181, 371; Costume Plan, 297; 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; Gather Evidence/Details, 50, 53, 393, 483; Research, 211; Analyze the Media, 338; Publishing and Presenting, 397; Writing to Sources, 527; Conducting Research, R24–R33 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; Digital Perspectives, 16</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons Integrating Quotations, Citations, and Images-Middle School>Interactive Research Lesson: Sources and Evidence-Middle School</p>
<p>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p>SE/TE: Whole-Class Performance Task: Gathering Evidence: 53, 165, 305, 393, 483; Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467, 516–517; Explanatory Essay, 296; Writing to Sources, 103, 348, 370, 480, 536; Evaluate Argument and Claims, 209; Arguments: Persuasive Speech, 383; Present Multimedia Profiles, 528; Performance-Based Assessment, 111–113</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons myPerspectives ELA National Grade 7>Unit Resources>Units 1-5 Performance Task: Writing Focus</p>

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SL.7: Speaking & Listening	
Comprehension and Collaboration	
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	
SL.7.1.a: Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<p>SE/TE: Speaking and Listening: Multimedia Presentation, 69; Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Migrant Research, 481; Present and Evaluate, 529; Present and Discuss, 93; Group Discussion Tip, 66, 77, 93, 102, 178, 196, 208, 320, 328, 339, 408, 426, 500, 509, 524; Discuss It, 2, 44, 65, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539; Working as a Team, 60, 172, 312, 400, 490; Performance Task, 104, 430; Writing to Sources (Group Work), 323; Rehearse With Your Group, 341, 529; Conventions, 502; Task List, 517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>
SL.7.1.b: With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	<p>SE/TE: Speaking and Listening: Group Discussion, 203; Oral Presentation, 411; Small-Group Performance Task, 104; Working as a Team, 60, 172, 312, 400, 490</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>
SL.7.1.c: Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.	<p>SE/TE: Speaking and Listening: Collaborative Discussion, 331; Present and Evaluate, 69; Group Discussion, 203, 503; Oral Presentation, 411; Discussion Tip, 426; Migrant Research, 481</p> <p>Digital Resources:</p>

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	<i>myPerspectives Plus</i> >Speaking and Listening>Conversations and Discussions -Middle School
SL.7.1.d: Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.	<p>SE/TE:-Group Discussion, 203; Discussion, 323; Collaborative Discussion, 331; Oral Presentation, 411</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -Middle School</p>
SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	<p>SE/TE: Analyze the Media, 83, 92, 149, 202, 301, 338, 389, 418, 455, 515; Small-Group Performance Task: 341, 430; Writing to Compare, 302–303; Performance-Based Assessment, 104; Drafting (Central Idea), 517</p> <p>Digital Resources: myPerspectives ELA National Grade 7>Unit Resources>Video Library <i>myPerspectives Plus</i>>Speaking and Listening>Evaluating Presentations -Middle School</p>
SL.7.3: Understand and evaluate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<p>SE/TE: Evaluate Argument and Claims, 209; Performance Task: Present an Argument, 212–213, 430–431; Analyze the Media, 389; Writing to Compare, 390–391</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Evaluating Presentations -Middle School</p>

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Presentation of Knowledge and Ideas	
<p>SL.7.4: Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>	<p>SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Media Profiles, 528–529; Performance-Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Multimedia Presentation, 69, 181, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Performance-Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Monologue, 31; Visual Presentation, 163; Oral Presentation, 411; Retell, 30; Speaking and Listening, 297, 481; Rehearse with Your Group, 341, 529</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-Middle School</p>
<p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.</p>	<p>SE/TE: Multimedia Presentation, 69, 114, 181, 371; Multimedia Slideshow, 93; Blog Post, 162; Digital Media Presentation, 339; Improve Your Use of Media, 213, 341, 431, 529; Performance-Based Assessment: Multimedia Presentation, 114, 538; Oral Presentation, 222, 350, 440; Visual Presentation, 163; Costume Plan, 297; Oral Presentation, 411; Analyze the Media, 338; Task List, 517</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-Middle School</p>
L.7: Language	
Knowledge of Language	
L.7.1: Demonstrate an understanding of how language functions in different cultures, contexts, and	

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disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
L.7.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	SE/TE: Formal Tone, 486; Informal Language, 483; Analyze Tone, 494; Word Choice and Humor, 501; Informal Grammar, 502; Appeal to Your Audience, 394 TE only: Research to Clarify (dialect), 461; Slang, 254
L.7.1.b: Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	SE/TE: 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; Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Media Profiles, 528–529
L.7.1.c: Maintain consistency in style and tone.	SE/TE: Writing to Sources, 220, 296, 348, 438; Use a Formal Style and Tone, 396; Rubric, 439
L.7.1.d: When appropriate, eliminate wordiness and redundancy.	SE/TE: Revising for Correct Verb Tense, 167; Write It, 198; Revise Sentences to Heighten Interest, 307; Sentence Fluency, 395; 537
Vocabulary Acquisition and Use	
L.7.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
L.7.2.a: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Verify Initial Determination of Meaning SE/TE: Technical Vocabulary, 328; Word Study, 77, 178, 294, 320; Sidenote, 406 TE only: Dictionary Use, 244
L.7.2.b: Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	SE/TE: Greek Prefix, 294; Greek Root, 509; Latin Prefixes, 28, 77, 160, 262, 384; Latin Suffixes, 48, 178, 196; Anglo Saxon Suffix, 368; Old English Suffix, 464, 478; Latin Roots, 426; Word Study, 408, 500, 524 Digital Resources: <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Word Study Worksheets>Greek and Latin Roots and Affixes Lessons

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L.7.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.3.a: Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	<p>SE/TE: Word Study: Connotation and Denotation, 100; Analyze the Text, 366; Analyze Craft and Structure, 39, 367; Word Choice, 410; Synonyms and Nuance, 144; Synonyms and Antonyms, 48; Figurative Language, 101; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137, 472; Close Read the Text, 476; Analyze the Text, 142, 196</p> <p>TE only: English Language Support, 376; Connotations, 510; Figurative Language, 72, 96, 363, 507; Analyze Similes, 404; Idioms, 286; Analyze Metaphor, 380</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor</p>
L.7.3.b: Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	<p>SE/TE: Author’s Style: Rhythm and Repetition, 102; The Speaking in Lyric Poetry, 409; Analyze Tone, 494</p> <p>TE only: Repetition, 459; Word Choice, 405</p>
L.7.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	<p>SE/TE: Word Study: Multiple-Meaning Words, 40, 208, 320; Word Network, 7, 121, 229, 357, 447; Concept Vocabulary, 12, 28, 32, 40, 42, 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>TE only: Multiple Meanings, 34, 132, 137, 237, 250, 469, 522</p>

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	<p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>
Conventions of Standardized English	
L.7.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.	
L.7.5.a: Phrases and clauses.	<p>SE/TE: SE/TE: Sentence Fluency: Revising Sentences Using Participles, 395; Types of Dependent Clauses, 511; Appositives and Appositive Phrases, 330; Phrases and Clauses, R58–R59</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions> Interactive Grammar Practice Lessons>Clauses>Phrases</p>
L.7.5.b: Simple, compound, and complex sentences signaling differing relationships among ideas.	<p>SE/TE: Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook, R59</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons>Sentences: Complex and Compound-Complex</p>
L.7.5.c: Recognizing and correcting dangling modifiers.	<p>SE/TE: Revising Sentences Using Participles, 395; Grammar Handbook, R59</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons>Modifiers: Misplaced and Dangling</p>
L.7.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
L.7.6.a: Commas to separate coordinate	SE/TE: Conventions: Adjectives, 49; Sentence

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adjectives.	<p>Functions and End Marks, 210; Commas, 479; Language Development: Conventions: Correct Verb Tense, 167; The Use of Commas, 485; Edit for Conventions, 487; Editing and Proofreading, 397; n, 210, 330, 428, 479, 502, 526; Grammar Handbook, R64</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons> Commas to Separate Items in Series and Coordinate Adjectives</p>
L.7.6.b: Correct spelling.	<p>SE/TE: Review and Revise, 51, 467; Proofread, 57, 169, 309, 397, 487; Review, Revise, and Edit, 85, 151, 303, 391; Word Study, 28, 48, TE only: Review and Revise, 51; Editing and Proofreading, 57, 309</p>

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