

## A Correlation of



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# To the Virginia 2017 English Standards of Learning and Curriculum Framework Grade 7 Reading



**2018 English Language Arts Textbook Approval Publisher Correlation Chart**  
Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 7 Reading

**Publisher Information**

Directions: Please complete the requested information below.

**Text Title:** myPerspectives English Language Arts, Grade 7

**Publisher:** Pearson Education, Inc.

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**Section I - SOL Correlation Charts**

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

***SOL 7.4***

<b>STANDARD 7.4</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.	<b>ATE:</b> 70, 126, 196, 262, 324, 384, 445, 447

<b>STANDARD 7.4</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
a) Identify word origins and derivations.	<b>ATE:</b> 119, 227, 402D, 402, 404, 408, 524 <b>CT:</b> myPerspectives Plus: Academic Vocabulary and Word Study: Word Study: Word Origins and Connotation
b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.	<b>ATE:</b> 48, 66, 77, 144, 196, 368, 384, 504
c) Identify and analyze the construction and impact of figurative language.	<b>ATE:</b> 72, 96, 101, 143, 209, 363, 404, 507
d) Identify connotations.	<b>ATE:</b> 100, 367, 410, 510 <b>CT:</b> myPerspectives Plus: Academic Vocabulary and Word Study: Word Study: Word Origins and Connotation
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<b>ATE:</b> 40, 62, 94, 132, 174, 182, 208, 314
f) Use word-reference materials to determine meanings and etymology.	<b>ATE:</b> 100, 160, 178, 208, 244, 328, 384, 524
g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	<b>ATE:</b> 7, 119, 196, 227, 324, 298, 368, 447

## ***SOL 7.5***

<b>STANDARD 7.5</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.	<b>ATE:</b> 99, 100–101, 195, 197, 259, 260, 261, 319
a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	<b>ATE:</b> 27, 191, 197, 317, 321, 427, 463, 477
b) Identify and explain the theme(s).	<b>ATE:</b> 85, 101, 276, 408, 410, 427, 463, 477
c) Identify cause and effect relationships and their impact on plot.	<b>ATE:</b> 26, 136, 140, 191, 193, 260, 315, 321
d) Differentiate between first and third person point-of-view.	<b>ATE:</b> 27, 30, 31, 47, 318, 323, 504, 510
e) Identify elements and characteristics of a variety of genres.	<b>ATE:</b> 183, 197, 261, 281, 293, 321, 409, 427
f) Compare and contrast various forms and genres of fictional text.	<b>ATE:</b> 50–51, 84–85, 150–151, 302–303, 390–391, 409, 466–467, 532–533

<b>STANDARD 7.5</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author’s style.	<b>ATE:</b> 72, 96, 101, 102, 143, 287, 363, 367
h) Compare/contrast details in literary and informational nonfiction texts.	<b>ATE:</b> 50–51, 84–85, 108–109, 115, 150–151, 302–303, 390–391, 466–467
i) Make inferences and draw conclusions based on the text.	<b>ATE:</b> 26, 27, 132, 134, 301, 318, 410, 476
j) Use reading strategies to monitor comprehension throughout the reading process.	<b>ATE:</b> 101, 143, 261, 293, 409, 427, 477, 501

## ***SOL 7.6***

<b>STANDARD 7.6</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	<b>ATE:</b> 67, 78, 159, 179, 367, 383, 523, 525
a) Skim materials using text features including type, headings, and graphics to predict and categorize information.	<b>ATE:</b> 4, 67, 84, 108, 152, 209, 324, 467
b) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	<b>ATE:</b> 159, 179, 228, 356, 519, 525, 383, 510
c) Make inferences and draw logical conclusions using explicit and implied textual evidence.	<b>ATE:</b> 38, 44, 46, 67, 336, 366, 415, 416
d) Differentiate between fact and opinion.	<b>ATE:</b> 164–169, 209, 355, 356, 358, 383, 392–397 <b>CT:</b> myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
e) Identify the source, viewpoint, and purpose of texts.	<b>ATE:</b> 39, 47, 159, 162, 209, 364, 501, 510
f) Describe how word choice and language structure convey an author’s viewpoint.	<b>ATE:</b> 39, 47, 356, 383, 389, 391, 438, 501

<b>STANDARD 7.6</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
g) Identify the main idea.	<b>ATE:</b> 67, 76, 78, 177, 228, 329, 366, 367
h) Summarize text identifying supporting details.	<b>ATE:</b> 45, 65, 122, 230, 358, 381, 417, 448
i) Create an objective summary including main idea and supporting details.	<b>ATE:</b> 67, 76, 177, 207, 327, 365, 381, 417
j) Identify cause and effect relationships.	<b>ATE:</b> 109, 159, 217, 304, 345, 347, 419, 435
k) Organize and synthesize information for use in written and other formats.	<b>ATE:</b> 148, 177, 211, 327, 419, 454, 508, 523
l) Analyze ideas within and between selections providing textual evidence.	<b>ATE:</b> 50–51, 67, 84–85, 115, 329, 390–391, 466–467, 525
m) Use reading strategies to monitor comprehension throughout the reading process.	<b>ATE:</b> 45, 47, 177, 179, 207, 209, 508, 523

## Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

<b>Additional Criteria: Instructional Planning and Support</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<b>ATE:</b> T6–T15, T36–T45, 2–3, 116–117, 124–125, 354, 214–215, 352–353
2. The textbook is organized appropriately within and among units of study.	<b>ATE:</b> T6–T15, 10–11, 118, 108A–108F, 116–117, 124–125, 214–215, 342–343
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<b>ATE:</b> 12A–12D, 26, 29, 32, 42, 50–51, 62A–62D, 212–213
4. The writing style, syntax, and vocabulary are appropriate.	<b>ATE:</b> 5, 80B, 94C, 108A, 119, 126C, 152C, 362
5. Sufficient instructional strategies are provided to promote depth of understanding.	<b>ATE:</b> 27, 39, 52–57, 67, 143, 209, 211, 223