

A Correlation of



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To the

Virginia 2017 English Standards of Learning and Curriculum Framework Grade 7 Writing



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

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives English Language Arts, Grade 7

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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 7.7

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| STANDARD 7.7 | 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.) |
| 7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. | ATE: 30, 52–57, 150–151, 164–169, 304–309, 392–397, 466–467, 482–487 |
| a) Engage in writing as a recursive process. | ATE: 52–57, 84–85, 150–151, 164–169, 304–309, 392–397, 466–467, 482–487 |

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| STANDARD 7.7 | 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) Choose intended audience and purpose. | ATE: 52, 164, 304, 306, 308, 361, 392, 482 |
| c) Use a variety of prewriting strategies to generate and organize ideas. | ATE: 51, 53, 84, 150, 165, 305, 393, 483 |
| d) Organize writing structure to fit form or topic. | ATE: 54, 56, 64, 166, 306, 308, 484, 486 |
| e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style. | ATE: 165, 166, 305, 306, 393, 394, 483, 484 |
| f) Compose a thesis statement for persuasive writing that includes a position. | ATE: 165, 166, 221, 370, 390, 391, 393, 394 |
| g) Clearly state a position and organize reasons and evidence, using credible sources. | ATE: 162, 165, 209, 220, 347, 390, 393, 397 |
| h) Distinguish between fact and opinion to support a position. | ATE: 8, 39, 111, 122, 164, 212, 219, 391 |
| i) Write multiparagraph compositions with elaboration and unity. | ATE: 52–57, 84–85, 164–169, 302–303, 304–309, 392–397, 466–467, 482–487 |
| j) Use transition words and phrases within and between paragraphs. | ATE: 51, 54, 85, 151, 166, 323, 391, 396 |
| k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. | ATE: 51, 55, 168, 305, 306, 394, 483, 517 |

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| STANDARD 7.7 | 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.) |
| l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | ATE: 41, 49, 145, 330, 385, 395, 479, 485 |
| m) Use clauses and phrases for sentence variety. | ATE: 79, 295, 322, 330, 385, 395, 511, R58 |
| n) Revise writing for clarity of content including specific vocabulary and information. | ATE: 51, 56, 167, 168, 308, 395, 396, 485 |

SOL 7.8

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| STANDARD 7.8 | 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.) |
| 7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | ATE: 51, 57, 151, 169, 309, 397, 467, 487 |
| a) Choose appropriate adjectives and adverbs to enhance writing. | ATE: 21, 41, 49, 56, 73, 145, R57, R61 |
| b) Use pronoun-antecedent agreement to include indefinite pronouns. | ATE: 29, R60 CT: myPerspectives Plus: Resources: Grammar Resources: Pronoun-Antecedent Agreement |
| c) Use subject-verb agreement with intervening phrases and clauses. | ATE: 57, 263, R60 CT: myPerspectives Plus: Resources: Grammar Resources: Subject-Verb Agreement |
| d) Edit for verb tense consistency and point of view. | ATE: 57, 97, 167, 168, 169, 180, 506, R61 |
| e) Use quotation marks with dialogue and direct quotations. | ATE: 50, 53, 55, 57, 165, 305, 317, 397 |
| f) Use correct spelling for commonly used words. | ATE: 51, 85, 151, 169, 303, 309, 397, 487 |

SOL 7.9

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| STANDARD 7.9 | 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.) |
| 7.9 The student will find, evaluate, and select appropriate resources to create a research product. | ATE: 211, 339, 419, 425, 454, 461, 475, R24–R33 |
| a) Formulate and revise questions about a research topic. | ATE: 25, 37, 45, 195, 211, 339, 419, R24 |
| b) Collect, organize, and synthesize information from multiple sources. | ATE: 162, 165, 211, 339, 393, 419, 499, R24–R33 |
| c) Analyze and evaluate the validity and credibility of resources. | ATE: 162, 209, 219, 220, 371, 393, 397, 437 |
| d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations. | ATE: 122, 230, 358, 393, 448, R30–R31, R32–R33 |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | ATE: 181, R30, R32–R33 CT: myPerspectives Plus: Resources: Plagiarism Checker |
| f) Demonstrate ethical use of the Internet. | ATE: 181, 337, 339, 393, 481, R24, R25, R26 |

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.

| Additional Criteria: Instructional Planning and Support | 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.) |
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| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | ATE: 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. | ATE: 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. | ATE: 12A–12D, 26, 29, 32, 42, 50–51, 62A–62D, 212–213 |
| 4. The writing style, syntax, and vocabulary are appropriate. | ATE: 5, 80B, 94C, 108A, 119, 126C, 152C, 362 |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. | ATE: 27, 39, 52–57, 67, 143, 209, 211, 223 |