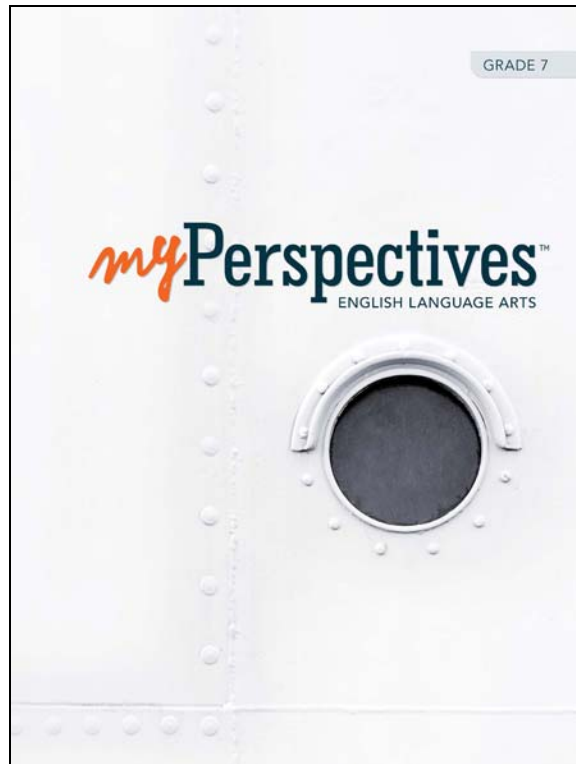


## A Correlation of



**Grade 7 ©2017**

To the

## **Arkansas English Language Arts Standards (2016)**



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**Introduction**

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity and page number.

*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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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 7
<b>Grade-Level Standards for Reading Literature</b>	
<b>Grade 7</b>	
<b>Key Ideas and Details</b>	
<p><b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> Common Core Companion, 2–3, 9</p>
<p><b>RL.7.2</b> Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a <i>theme</i> of a text and analyze its development over the course of the text.</li> </ul>	<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; Notebook (summary), 141</p> <p><b>TE only:</b> WriteNow, 85</p> <p><u>Additional Resources</u> Common Core Companion, 15–16</p>

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<p><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Conflict and Resolution, 197; Dialogue in Drama, 261; 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> <p><i>Additional Resources</i> Common Core Companion, 28–29, 35</p>
<b>Craft and Structure</b>	
<p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</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; Diction and Tone, 410; 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> <p><i>Additional Resources</i> Common Core Companion, 41–42; myPerspectives+ Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme</p>
<p><b>RL.7.5</b> Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Dialogue in Drama, 261; Stage Directions, 293; Analyze Poetic Form: Lyric Poetry, 409</p> <p><i>Additional Resources</i> Common Core Companion, 54–55; myPerspectives+ Reading Skills and Literary Analysis: Reading Drama</p>

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<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view and/or <i>perspectives</i> of different characters or narrators in a text.	<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; Speaker in Poetry, 409; also see: Narrative Point of View, 47 <b>TE only:</b> Infer Point of View, 318  <u><i>Additional Resources</i></u> Common Core Companion, 67–68; myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization
<b>Integration of Knowledge and Ideas</b>	
<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or <i>multimedia</i> version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>SE/TE:</b> Prepare to Compare, 150, 302; Writing to Compare, 151, 303  <u><i>Additional Resources</i></u> Common Core Companion, 74–75
RL.7.8 Not applicable to literature.	Not applicable to literature according to the Arkansas English Language Arts Standards
<b>RL.7.9</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.	<b>SE/TE:</b> The Grapes of Wrath: Prepare to Compare, 466; Writing to Compare, 467; Cultural and Historical Context, 463  <u><i>Additional Resources</i></u> Common Core Companion, 81–82

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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 7
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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> 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><b>TE only:</b> Integrating Trade Books with myPerspectives, T37–T45 (includes titles such as: Ribbons, James and The Giant Peach, The Outsiders, The Clay Marble)</p> <p><u><i>Additional Resources</i></u>  <i>"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</i></p>

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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 7
<b>Grade-Level Standards for Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
<p><b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> Cite Textual Evidence, 38, 39, 46, 47, 66, 67, 78, 158, 159, 178, 179, 202, 208, 209, 329, 338, 366, 367, 382, 383, 509, 510, 515, 524; Draw Conclusion, 38, 67, 158; Make Inferences, 46, 366; Infer, 67, 179; Infer Setting, 334</p> <p><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</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> Common Core Companion, 96–97, 103</p>
<p><b>RI.7.2</b> Examine a <i>grade-appropriate</i> informational text. • Provide an <i>objective summary</i>. • Determine a central idea in a text and analyze its development.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Central Ideas, 67, 329; Analyze Interactions, 78; Analyze Word Choice: Imagery, 367; Development of Ideas, 179; Notebook, 76, 177, 366; Unit Introductions (summaries), 8, 122, 230, 358, 448</p> <p><b>TE only:</b> Informative Essay Model, 228</p> <p><u>Additional Resources</u> In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 45, 157, 327, 381, 523).</p>
<p><b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Central Ideas, 67; Analyze Interactions, 78; Analyze Interactions: Reflective Writing, 329; A Analyze Word Choice: Humorous Writing, 501; Analyze Structure: Biographical Writing, 525;</p> <p><u>Additional Resources</u> Common Core Companion, 122–123</p>



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<b>Craft and Structure</b>	
<p><b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and <i>tone</i>.</p>	<p><b>SE/TE:</b> Weighted Words, 39; Multiple-Meaning Words, 208; Practice: Metaphor, 209; 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, 509, 518, 524</p> <p><u>Additional Resources</u> Common Core Companion, 129–130, 136</p>
<p><b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Expository Writing, 159; Development of Ideas: Text Structure, 179; 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> <p><u>Additional Resources</u> Common Core Companion, 142–143</p>
<p><b>RI.7.6</b> Determine an author's <i>point of view</i>, <i>perspective</i>, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><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; Evaluate Argument and Claims, 209; Determine Author's Purpose: Autobiographical Writing, 510</p> <p><b>TE only:</b> Analyze Author's Viewpoint, 364</p> <p><u>Additional Resources</u> Common Core Companion, 149–150, 156</p>

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<b>Integration of Knowledge and Ideas</b>	
<b>RI.7.7</b> Compare and contrast a text to an audio, video, or <i>multimedia</i> 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).	<b>SE/TE:</b> Prepare to Compare, 84, 390, 516; Writing to Compare, 85, 391, 517  <u><i>Additional Resources</i></u> Common Core Companion, 162–163
<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<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; <b>TE only:</b> Launch Text: Argument Model, 356  <u><i>Additional Resources</i></u> Common Core Companion, 169–170
<b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>SE/TE:</b> Analyze Craft and Structure: Narrative Point of View, 47; Prepare to Compare, 50, 84, 516; Writing to Compare, 51, 85, 517  <u><i>Additional Resources</i></u> Common Core Companion, 176–177

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<b>Range of Reading and Level of Text Complexity</b>	
<p><b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> First-Read: Nonfiction, 32, 42, 62, 70, 152, 174, 204, 324, 362, 372, 386, 492, 504, 518; Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 532</p> <p><u><i>Additional Resources</i></u></p> <p><i>"Tutors Teach Seniors New High-Tech Tricks," 63; "Mother-Daughter Drawings," 87; First-Read Guides, 108, 216, 344, 434, 532; Close-Read Guides, 109, 217, 344, 435, 533; "Danger! This Mission to Mars Could Bore You to Death!" 153; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 175; "Ellen Ochoa: Director, Johnson Space Center," 201; "Urban Farming Is Growing a Greener Future," 333; from Silent Spring, 363; "Eagle Tracking at Follensby Pond," 413; "The Dust Bowl," 453; "A Work in Progress," 493; from The Story of My Life, 505; "How Helen Keller Learned to Talk," 513; "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519; Independent-Learning Selections (Digital Only): "Gotcha Day' Isn't a Cause for Celebration," "Bridging the Generational Divide Between a Football Father and a Soccer Son," "UFO Sightings and News," from Packing for Mars, "Trip to Mars Could Damage Astronauts' Brains," "Little Things are Big," "Profile: Malala Yousafzai," "Noor Inayat Khan" from Women Heroes of WWII, "The Story of Victor D'aveyron, the Wild Child," from Of Wolves and Men, "The Girl Who Fell From the Sky," from Facing the Lion: Growing Up Maasai on the African Savanna; Common Core Companion 183–184</i></p>

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<b>Grade-Level Standards for Writing Standards K-12</b>	
<b>Text Types and Purposes</b>	
<b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<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> <p><u>Additional Resources</u> Common Core Companion, 191–201</p>
<b>W.7.1.A</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<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> <p><u>Additional Resources</u> Common Core Companion, 191-201; Interactive Writing Lessons: Argumentative Writing—Middle School</p>
<b>W.7.1.B</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<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> <p><u>Additional Resources</u> Common Core Companion, 191-201; Interactive Research Lessons: Sources and Evidence—Middle School</p>
<b>W.7.1.C</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<p><b>SE/TE:</b> Whole-Class Performance Task: Clearly Connect Your Ideas, 166; Use Transitions, 396; Small-Group Performance Task: 213; Draft, 303; Writing to Sources: Argument, 370</p> <p><u>Additional Resources</u> Common Core Companion, 191-201</p>

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<b>W.7.1.D</b> Establish and maintain a formal style.	<b>SE/TE:</b> Writing to Sources: Blog Post, 162; Edit for Conventions, 169; Appeal to Your Audience, 394  <u><i>Additional Resources</i></u> Common Core Companion, 196
<b>W.7.1.E</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Writing to Sources: Blog Post, 162; Write a Strong Conclusion, 166, 396; Draft, 303  <u><i>Additional Resources</i></u> Common Core Companion, 197
<b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<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  <u><i>Additional Resources</i></u> Common Core Companion, 202–213
<b>W.7.2.A</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	<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  <u><i>Additional Resources</i></u> Common Core Companion, 202–213

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<b>W.7.2.B</b> Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	<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; Develop a Topic, 50, 51, 296, 419  <u>Additional Resources</u> Common Core Companion, 202–213
<b>W.7.2.C</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Whole-Class Performance Task: Transitions, 308; Small-Group Performance Task: Organize Your Ideas, 340; Writing to Sources: Explanatory Essay, 296  <u>Additional Resources</u> Common Core Companion, 202–213
<b>W.7.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	<b>SE/TE:</b> Whole-Class Performance Task: Revise Sentences, 307; Revising for Evidence and Elaboration, 486; Essay, 467; Writing to Sources: Explanatory Essay, 296;  <u>Additional Resources</u> Common Core Companion, 207
<b>W.7.2.E</b> Establish and maintain a formal style.	<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; Whole-Class Performance Task, 309, 486  <u>Additional Resources</u> Common Core Companion, 207
<b>W.7.2.F</b> Provide a concluding statement or section that supports the information or explanation presented.	<b>SE/TE:</b> Writing to Sources: Blog Post, 162; Explanatory Essay, 296; Whole-Class Performance Tasks, 308, 484, 486  <u>Additional Resources</u> Common Core Companion, 208

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<b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<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  <u>Additional Resources</u> Common Core Companion, 214–224
<b>W.7.3.A</b> Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<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;  <u>Additional Resources</u> Common Core Companion, 214–224
<b>W.7.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<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  <u>Additional Resources</u> Common Core Companion, 218
<b>W.7.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Transitions, 54  <u>Additional Resources</u> Common Core Companion, 218
<b>W.7.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Precise Language, 56; Writing to Sources: Journal, 323  <u>Additional Resources</u> Common Core Companion, 218

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<b>W.7.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Evaluating Your Draft, 56; Writing to Sources: Revised Ending, 199; Write Your Own Ending, 429  <u><i>Additional Resources</i></u> Common Core Companion, Common Core Companion, 220
<b>Production and Distribution of Writing</b>	
<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	<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  <u><i>Additional Resources</i></u> Common Core Companion, 225–226
<b>W.7.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<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
<b>W.7.6</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.	<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  <u><i>Additional Resources</i></u> Common Core Companion, 245–246, 252



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<b>Research to Build and Present Knowledge</b>	
<p><b>W.7.7</b> Conduct short or more sustained 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> <p><u>Additional Resources</u> Common Core Companion, 258–259, 262; myPerspectives+ Interactive Research Lessons: Research Writing-Middle School</p>
<p><b>W.7.8</b> 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. ● Follow 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> <p><u>Additional Resources</u> myPerspectives+ Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Research Writing—Middle School; Interactive Research Lessons: Sources and Evidence—Middle School; Interactive Research Lessons; Common Core Companion, 265–278</p>

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<b>Arkansas English Language Arts Standards</b>	<b>myPerspectives ©2017 Grade 7</b>
<b>W.7.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>SE/TE:</b> Whole-Class Performance Task: Gathering Evidence: 53; 165, 305, 393, 483; Writing to Compare, 51, 85, 151, 303, 391, 467  <u>Additional Resources</u> Common Core Companion, 279–284
<b>W.7.9.A</b> Apply grade 7 Reading standards to literature.	<b>SE/TE:</b> Writing to Compare, 467; Writing to Sources: Write an Explanatory Essay, 480; Respond to Literature, 150–151, 296, 302–303  <u>Additional Resources</u> Common Core Companion, 279–280
<b>W.7.9.B</b> Apply Grade 7 Reading standards to informational texts.	<b>SE/TE:</b> Writing to Sources: Argument, 370; Comparison-and-Contrast-Essay, 517; Respond to Informational Texts, 50–51, 84–85, 390–391  <u>Additional Resources</u> Common Core Companion, 283–284
<b>Range of Writing</b>	
<b>W.7.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<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  <u>Additional Resources</u> Common Core Companion, 287–296

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<b>Grade-Level Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<p><b>SL.7.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>• one-on-one</li> <li>• in groups</li> <li>• teacher-led with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	<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, 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> <p><u><i>Additional Resources</i></u> myPerspectives+, Group Discussions—Skills and Guidelines; Common Core Companion: 298–303</p>
<p><b>SL.7.1.A</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SE/TE:</b> Prepare to Compare, 50, 150, 302, 390, 466, 516; Present and Discuss, 93; Speaking and Listening: Collaborative Discussion, 331; Group Discussion, 203; Oral Presentation, 411; Role Play, 481; Rehearse with Your Group, 529; Small-Group Performance Tasks, 104–105, 430–431, 529</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 298–303</p>
<p><b>SL.7.1.B</b> Follow rules for <i>collegial discussions</i>, track progress toward specifically set goals and deadlines, and define individual roles as needed.</p>	<p><b>SE/TE:</b> Speaking and Listening: Group Discussion, 203; Prepare to Compare, 150, 302; Collaborative Discussion, 331; Oral Presentation, 411; Small-Group Performance Task, 104; Working as a Team, 60, 172, 312, 400, 490</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 298–303</p>

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<p><b>SL.7.1.C</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p><b>SE/TE:</b> Prepare to Compare, 150, 302; Speaking and Listening: Collaborative Discussion, 331; Present and Evaluate, 69; Group Discussion, 203, 503; Oral Presentation, 411; Discussion Tip, 426; Role Play, 481</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 298–303</p> <p><i>In addition, students address this standard in the Unit Introduction Launch Activity features and in Small Group Learning Working as a Team features.</i></p>
<p><b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>SE/TE:</b> Group Discussion, 203; Discussion, 33, 323; Prepare to Compare, 150, 302, 466; Collaborative Discussion, 331; Oral Presentation, 411</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 298–303</p>
<p><b>SL.7.2</b> Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>SE/TE:</b> Analyze the Media, 83, 92, 149, 338, 389, 418, 455, 466, 516; Prepare to Compare, 302; Small-Group Performance Task: 341, 430</p>

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<b>SL.7.3</b> Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<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> <p><i>Additional Resources</i> myPerspectives+: Conversations and Discussions—Middle School: Evaluating Presentations; Common Core Companion: 309–310, 314</p>
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.7.4</b> Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<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> <p><i>Additional Resources</i> myPerspectives+: Conversations and Discussions—Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</p>
<b>SL.7.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations to clarify claims and findings and emphasize the primary points.	<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> <p><i>Additional Resources</i> myPerspectives+: Conversations and Discussions—Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</p>

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<p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.</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> <p><u>Additional Resources</u> Conversations and Discussions—Middle School: Group Discussions—Skills and Guidelines; Common Core Companion: 325–326, 329</p>
<b>Grade-Level Standards for Language</b>	
<b>Conventions of Standard English</b>	
<p><b>L.7.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 7 when writing or speaking.</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 57, 169, 309, 397, 487; Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Vocabulary and Conventions Connection, 30, 162, 296, 370, 480; Language Development: Conventions, 167, 307, 395, 485; Handbook R57–R63</p>
<p><b>L.7.1.A</b> Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.</p>	<p><b>SE/TE:</b> Conventions: Independent and Dependent Clauses, 79; Prepositions and Prepositional Phrases, 322; Appositives and Appositive Phrases, 330; Infinitive Phrases and Gerund Phrases, 385; Types of Dependent Clauses, 511; Grammar Handbook, R58–R59</p> <p><u>Additional Resources</u> Common Core Companion, 333–334; myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Main, Subordinate, and Relative</p>

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<b>Arkansas English Language Arts Standards</b>	<b>myPerspectives ©2017 Grade 7</b>
<b>L.7.1.B</b> Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.	<b>SE/TE:</b> Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook, R59  <i>Additional Resources</i> Common Core Companion, 335–336; myPerspectives+, Interactive Grammar Practice Lessons—Sentences: Complex and Compound-Complex
<b>L.7.1.D</b> Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.	<b>SE/TE:</b> Pronouns, 29, 30; Grammar Handbook, R60
<b>L.7.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>SE/TE:</b> Sentence Fluency: Revising Sentences Using Participles, 395; Types of Dependent Clauses, 511; Appositives and Appositive Phrases, 330; Phrases and Clauses, R58–R59  <i>Additional Resources</i> Common Core Companion, 337–338; myPerspectives+, Interactive Grammar Practice Lessons—Modifiers: Misplaced and Dangling
<b>L.7.1.H</b> Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>SE/TE:</b> Sentences, 210; Grammar Handbook, R59
<b>L.7.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 57, 169, 309, 397, 487; Conventions: Appositives and Appositive Phrases, 330; Punctuation Marks, 428; Commas, 479; Capitalization, 526; Whole-Class Performance Tasks, 167, 169, 307, 309, 487; Grammar Handbook, R64–R66
<b>L.7.2.B</b> Use a semicolon to join elements of a series when individual items of the series already include commas.	<b>SE/TE:</b> Punctuation Marks, 428; Grammar Handbook, R64

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<b>L.7.2.C</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.).	<p><b>SE/TE:</b> Conventions: Adjectives, 49; Commas, 479; Revising Incorrect Use of Commas, 485; Edit for Conventions, 487; Grammar Handbook, R64</p> <p><i>Additional Resources</i> myPerspectives+, Interactive Grammar Practice Lessons—Punctuation: Commas to Separate Items in Series and Coordinate Adjectives</p>
<b>L.7.2.D</b> Spell correctly.	<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><i>Additional Resources</i> Common Core Companion, 341–342; myPerspectives+, Interactive Grammar Practice Lessons—Nouns: Singular and Plural</p>
<b>Knowledge of Language</b>	
<b>L.7.3</b> Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.	<p><b>SE/TE:</b> Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Vocabulary and Conventions Connection, 30, 162, 296, 370, 480; 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</p> <p><i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning selections.</i></p>



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<b>Arkansas English Language Arts Standards</b>	<b>myPerspectives ©2017 Grade 7</b>
<b>L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>SE/TE:</b> Conventions: Conjunctions, 68; Author’s Style, 102, 410; Whole-Class Performance Task: 167, 307, 395; Language Development, 465  <i>Additional Resources</i> Common Core Companion, 343–344
<b>L.7.3.B</b> Maintain consistency in style and <i>tone</i> , based on audience, purpose, message, and form.	<b>SE/TE:</b> Tone, 55; Writing to Sources: Edit for Conventions, 169; Appeal to Your Audience, 394; Whole-Class Performance Task: Drafting, 306; Revising for Evidence and Elaboration, 486
<b>Vocabulary Acquisition and Use</b>	
<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.	<b>SE/TE:</b> Word Study: Multiple-Meaning Words, 40, 66, 208, 320, 426; 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 <b>TE only:</b> Multiple Meanings, 34, 132, 137, 237, 469, 522  <i>Additional Resources</i> Common Core Companion, 345–352  <i>Students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i>
<b>L.7.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<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 <b>TE only:</b> Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 44, 70  <i>Additional Resources</i> Common Core Companion, 345–346

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<b>L.7.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<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  <u><i>Additional Resources</i></u> Common Core Companion, 347–348
<b>L.7.4.C</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>SE/TE:</b> Word Study, 100, 144, 160, 262, 294, 384, 464, 478, 524; Concept Vocabulary, 196, 202; Technical Vocabulary, 328; Academic Vocabulary, 5, 119, 227, 355, 445 <b>TE only:</b> Vocabulary Development, 70, 244; Personalize for Learning, 14, 216; Technical Vocabulary, 325, 326; Concept Vocabulary, 402, 406, 497, 498  <u><i>Additional Resources</i></u> Common Core Companion, 349–350
<b>L.7.4.D</b> 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).	<b>SE/TE:</b> Technical Vocabulary, 328; Word Study, 77, 178, 320; Sidenote, 406 <b>TE only:</b> Dictionary Use, 244  <u><i>Additional Resources</i></u> Common Core Companion, 351–352
<b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<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; Analyze the Text, 196; Literary Handbook, R45–R49  <u><i>Additional Resources</i></u> Common Core Companion, 353–358

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<b>L.7.5.A</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<p><b>SE/TE:</b> Figurative Language, 101; Analyze Language: Metaphor and Simile, 143, 380; Analyze Word Choice: Imagery, 367; Close Read, 137, 472; Close Read the Text, 476; Analyze the Text, 196; Analyze Figurative Language, 507</p> <p><b>TE only:</b> Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150; Analyze Similes, 404</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 353–354</p>
<b>L.7.5.B</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p><b>SE/TE:</b> Synonyms, 94; Practice, 48, 144, 368; Concept Vocabulary, 174, 314, 324, 420, 492, 504, 518; Base Word, 324</p> <p><b>TE only:</b> Concept Vocabulary, 182; Word Analysis, 272</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 355–356</p>
<b>L.7.5.C</b> Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., refined, respectful, polite, diplomatic).	<p><b>SE/TE:</b> Word Study: Connotation and Denotation, 100; Analyze Craft and Structure, 367; Word Choice, 410; Synonyms and Nuance, 144</p> <p><b>TE only:</b> Word Analysis, 376; Connotations, 510</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 357–358</p>

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<p><b>L.7.6</b> Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<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><u><i>Additional Resources</i></u> Common Core Companion, 359–360</p> <p><i>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.</i></p>