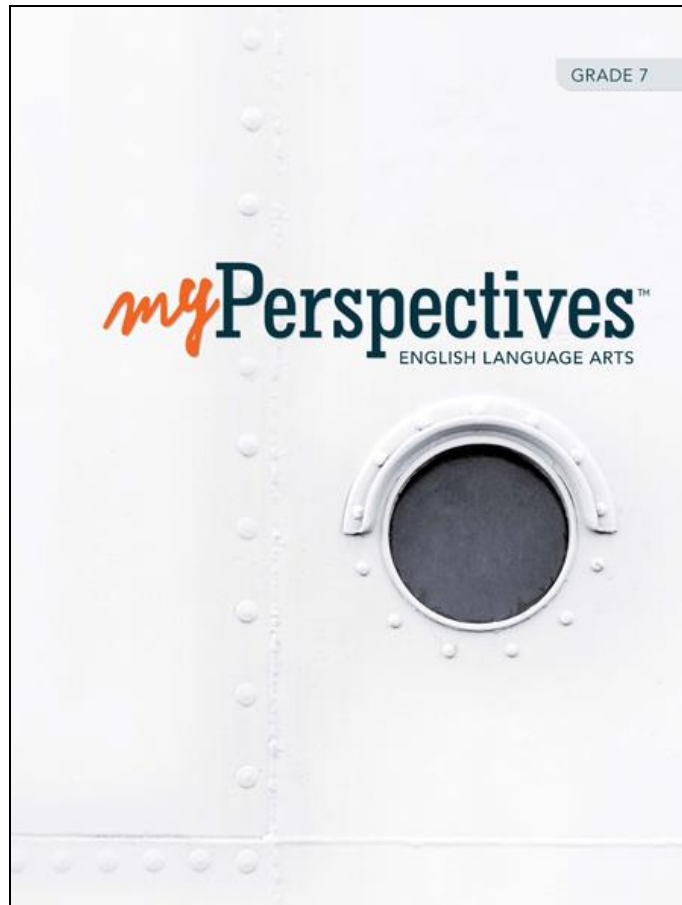


## A Correlation of



**Grade 7, ©2017**

To the

# **Colorado Academic Standards Reading, Writing, and Communicating Grade 7**



# A Correlation of myPerspectives, Grade 7 to the Colorado Academic Standards, Reading, Writing, and Communicating

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and 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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Colorado Academic Standards 2020	myPerspectives Grade 7
7 - Seventh Grade	
<b>(RW.7.1) Oral Expression and Listening</b>	
(RW.7.1.1) Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	
(1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.	<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>Additional Resources</u> myPerspectives+, Group Discussions—Skills and Guidelines; Common Core Companion: 298–303</p>
(RW.7.1.1.a) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
(RW.7.1.1.a.i) 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><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>Additional Resources</u> Common Core Companion, 298–303</p>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.1.1.a.ii) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<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>Additional Resources</u> Common Core Companion, 298–303</p>
(RW.7.1.1.a.iii) 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><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>Additional Resources</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>
(RW.7.1.1.a.iv) Acknowledge new information expressed by others and, when warranted, modify their own views.	<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>Additional Resources</u> Common Core Companion, 298–303</p>
(RW.7.1.1.b) Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<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>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.1.1.c) Delineate 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>
(RW.7.1.2) Prepare for formal presentations and use appropriate delivery techniques.	
(2) Deliver effective oral presentations for varied audiences and varied purposes.	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Multimedia Profiles, 528–529; Performance-Based Assessment: Multimedia Presentation, 114; Oral Presentation, 222, 350, 440, 538; Multimedia Presentation, 69, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; 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>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.1.2.a) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Explanatory Essay, 340–341; Present Multimedia Profiles, 528–529; Performance-Based Assessment: Multimedia Presentation, 114; Oral Presentation, 222, 350, 440, 538; Multimedia Presentation, 69, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Monologue, 31; Visual Presentation, 163</p> <p><u>Additional Resources</u> myPerspectives+: Conversations and Discussions—Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</p>
(RW.7.1.2.b) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient 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; Performance-Based Assessment: Multimedia Presentation, 114; Visual Presentation, 163; Digital Presentation, 181; Costume Plan, 297; Launch a Four Corner Debate, 122</p> <p><u>Additional Resources</u> myPerspectives+: Conversations and Discussions—Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</p>

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<p style="text-align: center;"><b>Colorado Academic Standards 2020</b></p>	<p style="text-align: center;"><b>myPerspectives Grade 7</b></p>
<p>(RW.7.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English 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 Explanatory Essay, 340–341; Present Multimedia Profiles, 528–529; Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503; Performance-Based Assessment: Multimedia Presentation, 114, 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>
<p><b>(RW.7.2) Reading for All Purposes</b></p>	
<p>(RW.7.2.1) Analyze the connections between interrelated literary elements to understand literary texts.</p>	
<p>(3) Read a wide range of literary texts to build knowledge and to better understand the human experience.</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, 533</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: Ribbons, James and The Giant Peach, The Outsiders, The Clay Marble)</p>



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Colorado Academic Standards 2020	myPerspectives Grade 7
(Continued)	(Continued) <u>Additional Resources</u> "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
(RW.7.2.1.a) Use Key Ideas and Details to:	
(RW.7.2.1.a.i) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<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 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>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.2.1.a.ii) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p><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><i>Additional Resources</i> Common Core Companion, 15–16</p>
(RW.7.2.1.a.iii) Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot).	<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>
(RW.7.2.1.b) Use Craft and Structure to:	
(RW.7.2.1.b.i) 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 (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<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>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.2.1.b.ii) Analyze how a drama’s or poem’s form or structure (for example: soliloquy, sonnet) contributes to its meaning.	<p><b>SE/TE:</b> Analyze Craft and Structure: Dialogue in Drama, 261; Stage Directions, 293; Analyze Poetic Form: Lyric Poetry, 409</p> <p><u>Additional Resources</u> Common Core Companion, 54–55; myPerspectives+ Reading Skills and Literary Analysis: Reading Drama</p>
(RW.7.2.1.b.iii) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p><b>SE/TE:</b> Analyze Craft and Structure: Character and Point of View, 27; Writing to Sources: Journal Entry, 323; Reflect on Your Writing, 30; Speaker in Poetry, 409; also see: Narrative Point of View, 47</p> <p><b>TE only:</b> Infer Point of View, 318</p> <p><u>Additional Resources</u> Common Core Companion, 67–68; myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization</p>
(RW.7.2.1.c) Use Integration of Knowledge and Ideas to:	
(RW.7.2.1.c.i) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film).	<p><b>SE/TE:</b> Prepare to Compare, 150, 302; Writing to Compare, 150–151, 302–303</p> <p><u>Additional Resources</u> Common Core Companion, 74–75</p>
(RW.7.2.1.c.ii) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p><b>SE/TE:</b> The Grapes of Wrath: Prepare to Compare, 466; Writing to Compare, 467; Cultural and Historical Context, 463</p> <p><u>Additional Resources</u> Common Core Companion, 81–82</p>

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<i>(RW.7.2.1.d) Use Range of Reading and Complexity of Text to:</i>	
<i>(RW.7.2.1.d.i) 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.</i>	<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, 533</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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Colorado Academic Standards 2020	myPerspectives Grade 7
(RW.7.2.2) Summarize and evaluate to show understanding of informational texts.	
(4) Read a wide range of informational texts to build knowledge and to better understand the human experience.	<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, 533</p> <p><u><i>Additional Resources</i></u>  <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>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
<b>(RW.7.2.2.a) Use Key Ideas and Details to:</b>	
<b>(RW.7.2.2.a.i) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>	<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>
<b>(RW.7.2.2.a.ii) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b>	<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>
<b>(RW.7.2.2.a.iii) Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events).</b>	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Central Ideas, 67; Analyze Interactions, 78; Analyze Interactions: Reflective Writing, 329; 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>(RW.7.2.2.b) Use Craft and Structure to:</b>	
(RW.7.2.2.b.i) 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 tone.	<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><i>Additional Resources</i></u> Common Core Companion, 129–130, 136</p>
(RW.7.2.2.b.ii) 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><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><i>Additional Resources</i></u> Common Core Companion, 142–143</p>
(RW.7.2.2.b.iii) Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<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><i>Additional Resources</i></u> Common Core Companion, 149–150, 156</p>
<b>(RW.7.2.2.c) Use Integration of Knowledge and Ideas to:</b>	
(RW.7.2.2.c.i) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (for example: how the delivery of a speech affects the impact of the words).	<p><b>SE/TE:</b> Prepare to Compare, 84, 390, 516; Writing to Compare, 85, 391, 517</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 162–163</p>

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(RW.7.2.2.c.ii) 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.	<p><b>SE/TE:</b> Analyze Craft and Structure: Evaluate Argument and Claims, 209; Evaluate an Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355; Summary, 358; <b>TE only:</b> Launch Text: Argument Model, 356</p> <p><u>Additional Resources</u> Common Core Companion, 169–170</p>
(RW.7.2.2.c.iii) 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.	<p><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</p> <p><u>Additional Resources</u> Common Core Companion, 176–177</p>
<b>(RW.7.2.2.d) Use Range of Reading and Complexity of Text to:</b>	
(RW.7.2.2.d.i) 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><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, 533</p>



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<p align="center"><b>Colorado Academic Standards 2020</b></p>	<p align="center"><b>myPerspectives Grade 7</b></p>
<p>(Continued)</p>	<p>(Continued) <u>Additional Resources</u>  <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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(RW.7.2.3) Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.	
(5) Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	<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>Additional Resources</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>
(RW.7.2.3.a) 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 strategies.	
(RW.7.2.3.a.i) Use context (for example: 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.	<p><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</p> <p><b>TE only:</b> Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 44, 70</p> <p><u>Additional Resources</u> Common Core Companion, 345–346</p>

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(RW.7.2.3.a.ii) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: belligerent, bellicose, rebel).	<p><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</p> <p><i>Additional Resources</i> Common Core Companion, 347–348</p>
(RW.7.2.3.a.iii) Consult general and specialized reference materials (for example: 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.	<p><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</p> <p><b>TE only:</b> Vocabulary Development, 70, 244; Personalize for Learning, 14, 216; Technical Vocabulary, 325, 326; Concept Vocabulary, 402, 406, 497, 498</p> <p><i>Additional Resources</i> Common Core Companion, 349–350</p>
(RW.7.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	<p><b>SE/TE:</b> Technical Vocabulary, 328; Word Study, 77, 178, 320; Side note, 406</p> <p><b>TE only:</b> Dictionary Use, 244</p> <p><i>Additional Resources</i> Common Core Companion, 351–352</p>
(RW.7.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(RW.7.2.3.b.i) Interpret figures of speech (for example: 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>Additional Resources</i> Common Core Companion, 353–354</p>

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(RW.7.2.3.b.ii) Use the relationship between particular words (for example: 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>Additional Resources</i> Common Core Companion, 355–356</p>
(RW.7.2.3.b.iii) Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: refined, respectful, polite, diplomatic, condescending).	<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>Additional Resources</i> Common Core Companion, 357–358</p>
(RW.7.2.3.c) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><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><i>Additional Resources</i> 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>

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<b>(RW.7.3) Writing and Composition</b>	
(RW.7.3.1) Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.	
(6) Craft arguments using techniques specific to the genre.	<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, 150–151, 302–303, 390–391, 466–467; Writing to Sources: Argument, 220–221, 370, 438–439; Blog Post, 162; Resources Tool Kit: Argument, R6–R11</p> <p><i>Additional Resources</i> Common Core Companion, 191–201</p>
(RW.7.3.1.a) Write arguments to support claims with clear reasons and relevant evidence.	
(RW.7.3.1.a.i) 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><i>Additional Resources</i> Common Core Companion, 191-201; Interactive Writing Lessons: Argumentative Writing—Middle School</p>
(RW.7.3.1.a.ii) 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><i>Additional Resources</i> Common Core Companion, 191-201; Interactive Research Lessons: Sources and Evidence—Middle School</p>

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(RW.7.3.1.a.iii) 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>
(RW.7.3.1.a.iv) Establish and maintain a formal style.	<p><b>SE/TE:</b> Writing to Sources: Blog Post, 162; Edit for Conventions, 169; Appeal to Your Audience, 394</p> <p><u>Additional Resources</u> Common Core Companion, 196</p>
(RW.7.3.1.a.v) Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>SE/TE:</b> Writing to Sources: Blog Post, 162; Write a Strong Conclusion, 166, 396; Draft, 303</p> <p><u>Additional Resources</u> Common Core Companion, 197</p>
(RW.7.3.2) Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.	
(7) Craft informational/explanatory texts using techniques specific to the genre.	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Essay, 304–309; Write an Informative Essay, 482–487; Writing to Compare: Explanatory Essay, 50–51; Research Project, 211; Writing to Sources: Explanatory Essay, 480; Informative Essay, 296, 348–349; How-to Essay, 527; Small-Group Performance Task: Present an Explanatory Essay, 340–341; Resources Tool Kit: Informative, R12–R17</p> <p><u>Additional Resources</u> Common Core Companion, 202–213</p>

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(RW.7.3.2.a) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
(RW.7.3.2.a.i) 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 formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.	<p><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 Explanatory Essay, 340–341; Drafting, 484; How-to Essay, 527</p> <p><u>Additional Resources</u> Common Core Companion, 202–213</p>
(RW.7.3.2.a.ii) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p><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</p> <p><u>Additional Resources</u> Common Core Companion, 202–213</p>
(RW.7.3.2.a.iii) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p><b>SE/TE:</b> Whole-Class Performance Task: Transitions, 308; Small-Group Performance Task: Organize Your Ideas, 340; Writing to Sources: Explanatory Essay, 296</p> <p><u>Additional Resources</u> Common Core Companion, 202–213</p>
(RW.7.3.2.a.iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><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</p> <p><u>Additional Resources</u> Common Core Companion, 207</p>

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(RW.7.3.2.a.v) Establish and maintain a formal style.	<p><b>SE/TE:</b> Writing to Sources: Explanatory Essay, 296; Whole-Class Performance Task: Drafting, 306; Revising for Evidence and Elaboration, 486; Small-Group Performance Task: Practice with Your Group, 529; Whole-Class Performance Task, 309, 486</p> <p><u>Additional Resources</u> Common Core Companion, 207</p>
(RW.7.3.2.a.vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><b>SE/TE:</b> Writing to Sources: Blog Post, 162; Explanatory Essay, 296; Whole-Class Performance Tasks, 308, 484, 486</p> <p><u>Additional Resources</u> Common Core Companion, 208</p>
(RW.7.3.3) Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.	
(8) Craft narratives using techniques specific to the genre.	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Writing to Sources: Revised Ending, 199; Write an Alternate Ending, 429; Journal Entry, 323; Retelling, 30; Narrative Poem, 103; Nonfiction Narrative, 112–113; Resources Tool Kit: Narrative, R18–R23</p> <p><u>Additional Resources</u> Common Core Companion, 214–224</p>
(RW.7.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
(RW.7.3.3.a.i) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p><b>SE/TE:</b> Retelling, 30; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Drafting, 54; Narrative Poem, 103; Write an Alternate Ending, 429;</p> <p><u>Additional Resources</u> Common Core Companion, 214–224</p>



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(RW.7.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Prewriting/Planning, 53; Narrative Poem, 103; Revised Ending, 199; Journal Entry, 323; Retelling, 30</p> <p><u>Additional Resources</u> Common Core Companion, 218</p>
(RW.7.3.3.a.iii) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Transitions, 54</p> <p><u>Additional Resources</u> Common Core Companion, 218</p>
(RW.7.3.3.a.iv) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Precise Language, 56; Writing to Sources: Journal, 323</p> <p><u>Additional Resources</u> Common Core Companion, 218</p>
(RW.7.3.3.a.v) Provide a conclusion that follows from and reflects on the narrated experiences or events.	<p><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 an Alternate Ending, 429</p> <p><u>Additional Resources</u> Common Core Companion, Common Core Companion, 220</p>
(RW.7.3.3.a.vi) Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Precise Language, 56; Writing to Sources: Journal, 323</p> <p><u>Additional Resources</u> Common Core Companion, 218</p>

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(RW.7.3.4) Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	
(9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 57, 169, 309, 397, 487; Publishing and Presenting, 57, 169, 309, 397, 487
(RW.7.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(RW.7.3.4.a.i) Explain the function of phrases and clauses in general and their function in specific sentences.	<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  <i>Additional Resources</i> Common Core Companion, 333–334; myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Main, Subordinate, and Relative
(RW.7.3.4.a.ii) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<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
(RW.7.3.4.a.iii) 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

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(RW.7.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(RW.7.3.4.b.i) Use a comma to separate coordinate adjectives (for example: It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	<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>
(RW.7.3.4.b.ii) Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary.	<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>
(RW.7.3.4.c) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
(RW.7.3.4.c.i) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p><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</p> <p><i>Additional Resources</i> Common Core Companion, 207</p>

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<p>(RW.7.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>SE/TE:</b> 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; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112–113, 220–221, 348–349, 438–439, 536–537</p> <p><u>Additional Resources</u> Common Core Companion, 225–226</p>
<p>(RW.7.3.4.e) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>SE/TE:</b> Performance Task: Prewriting/ Planning, 53, 165, 305, 393, 483; Drafting, 54, 166, 306, 394, 484, 517; Revising, 56, 168, 308, 396, 486; Editing/ Proofreading, 57, 169, 309, 397, 487; Publishing and Presenting, 57, 169, 309, 397, 487</p>
<p>(RW.7.3.4.f) 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.</p>	<p><b>SE/TE:</b> Digital Media Presentation, 339; Multimedia Presentation, 69, 371; Digital Presentation, 181; Whole-Class Performance Task: Present Multimedia Profiles, 528–529; How-to Essay, 527; Conducting Research, R24–R26</p> <p><b>TE only:</b> Digital Perspectives, 336; Finding Trustworthy Sources, 393</p> <p><u>Additional Resources</u> Common Core Companion, 245–246, 252</p>

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(RW.7.3.4.g) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>SE/TE:</b> 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; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112, 220, 348, 438, 536</p> <p><u>Additional Resources</u> Common Core Companion, 287–296</p>
<b>(RW.7.4) Research Inquiry and Design</b>	
(RW.7.4.1) Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.	
(10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	<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, 393; 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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Colorado Academic Standards, Reading, Writing, and Communicating**

<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.4.1.a) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<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, 393; 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>
(RW.7.4.1.b) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p><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, 393; 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>

**A Correlation of myPerspectives, Grade 7 to the  
Colorado Academic Standards, Reading, Writing, and Communicating**

<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 7</b>
(RW.7.4.1.c) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(RW.7.4.1.c.i) Apply grade 7 Reading standards to literature (for example: “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	<p><b>SE/TE:</b> Writing to Compare, 466–467; Writing to Sources: Write an Explanatory Essay, 480; Respond to Literature, 150–151, 296, 302–303</p> <p><i>Additional Resources</i> Common Core Companion, 279–280</p>
(RW.7.4.1.c.ii) Apply grade 7 Reading standards to literary nonfiction (for example: “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”).	<p><b>SE/TE:</b> Writing to Sources: Argument, 370; Writing to Compare: Multimedia Presentation, 516–517; Respond to Informational Texts, 50–51, 84–85, 390–391</p> <p><i>Additional Resources</i> Common Core Companion, 283–284</p>