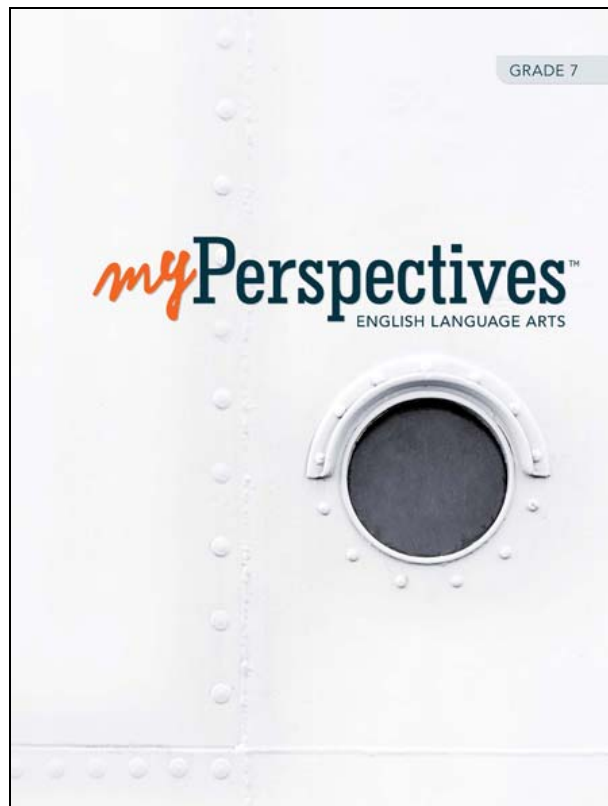


A Correlation of  
**myPerspectives**  
Grade 7, © 2017



To the  
**Language Arts Florida Standards  
(LAFS)  
Grade 7**



# A Correlation of myPerspectives, Grade 7, ©2017 to the Language Arts Florida Standards (LAFS)

## Introduction

This document demonstrates how myPerspectives™ English Language Arts © 2017 meets the Language Arts Florida Standards (LAFS). Correlation references are to the selections in the Student Edition and Teacher’s Edition and are cited by feature title and page number.

*myPerspectives ELA* is a Grades 6-12 student-centered curriculum that provides a connected approach to improving student learning and achievement.

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.

*myPerspectives...*

- promotes student ownership of their learning through goal setting, student choice, and reflection
- encourages social collaboration
- links together knowledge, skills and learning behaviors
- is backwards designed from defined learning outcomes with learning activities, instruction, and assessments-- always feeding back to the Performance Tasks and Performance-Based Assessment
- provides opportunities to personalize for learning in response to student performance and need

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 7
<b>Grade 7</b>	
<b>Strand: READING STANDARDS FOR LITERATURE</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p>LAFS.7.RL.1.1 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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>LAFS.7.RL.1.2 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<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</p> <p><b>TE only:</b> WriteNow, 85</p>
<p>LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Conflict and Resolution, 197; Dialogue in Drama, 61; 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>

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<b>Cluster 2: Craft and Structure</b>	
<p>LAFS.7.RL.2.4 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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</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; 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>LAFS.7.RL.2.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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>LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<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; also see: Narrative Point of View, 47</p> <p><b>TE only:</b> Infer Point of View, 318</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p>LAFS.7.RL.3.7 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 (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Prepare to Compare, 150, 302; Writing to Compare, 151, 303</p>
<p>LAFS.7.RL.3.9 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> The Grapes of Wrath: Prepare to Compare, 466; Writing to Compare, 467</p>

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<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p>LAFS.7.RL.4.10 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>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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><u>Literary fiction selections include the following:</u> Two Kinds, 12; Dark They Were, and Golden-Eyed, 126; Dark They Were, and Golden-Eyed Media, 146; The Last Dog, 182; A Christmas Carol: Scrooge and Marley, Act 1, 234; A Christmas Carol: Scrooge and Marley, Act 11, 264; A Christmas Carol Video, 298; Thank You, M'am, 314; Turtle Watchers/Nature Is What We See/The Sparrow, 402; He—y, Come On Ou—t!, 420; The Grapes of Wrath, 456; The Circuit, 468</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>
<b>Strand: READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p>LAFS.7.RI.1.1 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Cite Textual Evidence, 38, 39, 46, 47, 66, 67, 77, 158, 159, 178, 179, 202, 208, 209, 338, 366, 367, 382, 383, 509, 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>LAFS.7.RI.1.2 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of Central Ideas, 67; Analyze Interactions, 78; Analyze Word Choice: Imagery, 367; Notebook, 76, 177, 366</p> <p><b>TE only:</b> Informative Essay Model, 228</p>

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<p>LAFS.7.RI.1.3 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Interactions, 78; Analyze Interactions: Reflective Writing, 329; A Analyze Word Choice: Humorous Writing, 501; Analyze Structure: Biographical Writing, 525;</p>
<b>Cluster 2: Craft and Structure</b>	
<p>LAFS.7.RI.2.4 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Multiple-Meaning Words, 208; 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, 518, 524</p>
<p>LAFS.7.RI.2.5 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Expository Writing, 159; 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>LAFS.7.RI.2.6 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</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; Determine Author’s Purpose: Autobiographical Writing, 510</p> <p><b>TE only:</b> Analyze Author’s Viewpoint, 364</p>

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<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p>LAFS.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia 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).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Prepare to Compare, 84, 390, 516; Writing to Compare, 85, 391, 517</p>
<p>LAFS.7.RI.3.8 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<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>LAFS.7.RI.3.9 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Narrative Point of View, 47; Prepare to Compare, 50; Writing to Compare, 51</p>



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<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p>LAFS.7.RI.4.10 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>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 32, 42, 62, 152, 174, 204, 324, 362, 372, 492, 504, 518; Independent Learning: First-Read Guide, 108, 216, 344, 434, 532; Close-Read Guide, 109, 217, 345, 435, 532</p> <p><u>Literary nonfiction and informational text selections include the following:</u> A Simple Act, 32; An Invisible Thread, 42; Tutors Teach Seniors New High-Tech Tricks, 62; Mom &amp; Me &amp; Mom, 70; Mother-Daughter Drawings, 86; Danger! This Mission to Mars Could Bore you to Death!, 152; Future of Space Exploration Could See Humans on Mars, Alien Planets, 174; Ellen Ochoa, Director, Johnson Space Center, 200; Neil de Grasse Tyson on the Future of U.S. Space Exploration After Curiosity, 204; An American Childhood, 324; Urban Farming Is Growing a Greener Future, 332; Silent Spring, 362; Nobel Speech, 372; Al Gore’s Nobel Acceptance Speech, 386; Eagle Tracking at Follensby Pond, 412; Surviving the Dust Bowl, 452; A Work in Progress, 492; The Story of My Life, 504; The Miracle Worker, 512; A Young Tinkerer Builds a Windmill, Electrifying a Nation, 518</p>

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<b>Strand: WRITING STANDARDS</b>	
<b>Cluster 1: Text Types and Purposes</b>	
LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.	<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
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<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
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<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
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<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
d. 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
e. Provide a concluding statement or section that follows from and supports the argument presented.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Writing to Sources: Blog Post, 162; Write a Strong Conclusion, 166, 396; Draft, 303

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LAFS.7.W.1.2 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
a. 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 (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding 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
b. Develop the topic with relevant facts, definitions, concrete details, quotations, 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
c. 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
d. Use precise language and domain-specific vocabulary 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;
e. 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

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<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Writing to Sources: Blog Post, 162; Explanatory Essay, 296; Whole-Class Performance Task: Evaluating Your Draft, 486</p>
<p>LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><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</p>
<p>a. 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>	<p><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;</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<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>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Nonfiction Narrative, 52; Use Transitions, 54</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<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>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<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 Your Own Ending, 429</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 7
<b>Cluster 2: Production and Distribution of Writing</b>	
<p>LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><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</p>
<p>LAFS.7.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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>LAFS.7.W.2.6 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, including linking to and citing sources.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><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</p>

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<b>Cluster 3: Research to Build and Present Knowledge</b>	
<p>LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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>LAFS.7.W.3.8 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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>

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LAFS.7.W.3.9 Draw evidence from literary 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
a. Apply grade 7 Reading standards to literature (e.g., “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> Writing to Compare, 467; Writing to Sources: Write an Explanatory Essay, 480
b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Writing to Sources: Argument, 370; Comparison-and-Contrast-Essay, 517
<b>Cluster 4: Range of Writing</b>	
LAFS.7.W.4.10 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.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<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

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<b>Strand: STANDARDS FOR SPEAKING AND LISTENING</b>	
<b>Cluster 1: Comprehension and Collaboration</b>	
LAFS.7.SL.1.1 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.	<b>SE/TE:</b> Speaking and Listening: Group Discussion, 203, 503; Collaborative Discussion, 331; Oral Presentation, 411; Present and Evaluate, 529; 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
a. 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.	<b>SE/TE:</b> Prepare to Compare, 50, 150, 302, 390, 466, 516; Speaking and Listening: Collaborative Discussion, 331; Group Discussion, 203; Oral Presentation, 411; Role Play, 481; Rehearse with Your Group, 529
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> Speaking and Listening: Group Discussion, 203; Prepare to Compare, 150, 302; Collaborative Discussion, 331; Oral Presentation, 411
c. 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.	<b>SE/TE:</b> Prepare to Compare, 150, 302; Speaking and Listening: Collaborative Discussion, 331; Group Discussion, 203, 503; Oral Presentation, 411; Discussion Tip, 426; Role Play, 481
d. Acknowledge new information expressed by others and, when warranted, modify their own views.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Group Discussion, 203; Prepare to Compare, 150, 302, 466; Collaborative Discussion, 331; Oral Presentation, 411
LAFS.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Analyze the Media, 92, 149, 390, 466, 516; Prepare to Compare, 302; Small-Group Performance Task: 341, 430



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<p>LAFS.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<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>
<b>Cluster 2: Presentation of Knowledge and Ideas</b>	
<p>LAFS.7.SL.2.4 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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; 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>LAFS.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<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>LAFS.7.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</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>

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<b>Strand: LANGUAGE STANDARDS</b>	
<b>Cluster 1: Conventions of Standard English</b>	
LAFS.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<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 R54-R62
a. 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
b. 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
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Sentence Fluency: Revising Sentences Using Participles, 395; Phrases and Clauses, R55-R56
LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 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; Handbook R54-R62
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i> ).	<b>SE/TE:</b> Conventions: Adjectives, 49; Commas, 479; Revising Incorrect Use of Commas, 485; Edit for Conventions, 487
b. Spell correctly.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Review and Revise, 151, 303, 391, 467; Proofread, 169; Editing and Proofreading, 397, 487 <b>TE only:</b> Review and Revise, 51; Editing and Proofreading, 57, 309

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<b>Cluster 2: Knowledge of Language</b>	
LAFS.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<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
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Conventions: Conjunctions, 68; Author's Style, 102, 410; Whole-Class Performance Task: 307, 395; Language Development, 465
<b>Cluster 3: Vocabulary Acquisition and Use</b>	
LAFS.7.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of 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
a. 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
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	<b>SE/TE:</b> Greek Roots, 77, 144, 294, 504; Latin Prefixes, 28, 160, 262, 384; Latin Suffixes, 48, 178, 196; Old English Suffix, 368, 478; Prefixes and Suffixes, 328, 464, 528

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<p>c. 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.</p>	<p><b>SE/TE:</b> Word Study, 100, 144, 160, 262, 294, 384, 464, 478, 524; Concept Vocabulary, 196, 3202; 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</p>
<p>d. 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).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Technical Vocabulary, 328; Word Study, 320</p>
<p>LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><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</p>
<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><b>SE/TE:</b> Figurative Language, 101; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137, 472; Close Read the Text, 476 <b>TE only:</b> Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150; Analyze Similes, 404</p>
<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><b>SE/TE:</b> Synonyms, 94; Practice, 48, 144, 368; Concept Vocabulary, 174, 314, 420, 492, 504, 518 <b>TE only:</b> Concept Vocabulary, 182; Word Analysis, 272</p>

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<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Word Study: Connotation and Denotation, 100; Analyze Craft and Structure, 367; Word Choice, 410  <b>TE only:</b> Word Analysis, 376; Connotations, 510</p>
<p>LAFS.7.L.3.6 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> <p><i>Cognitive Complexity:</i> Level 1: Recall</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  <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>