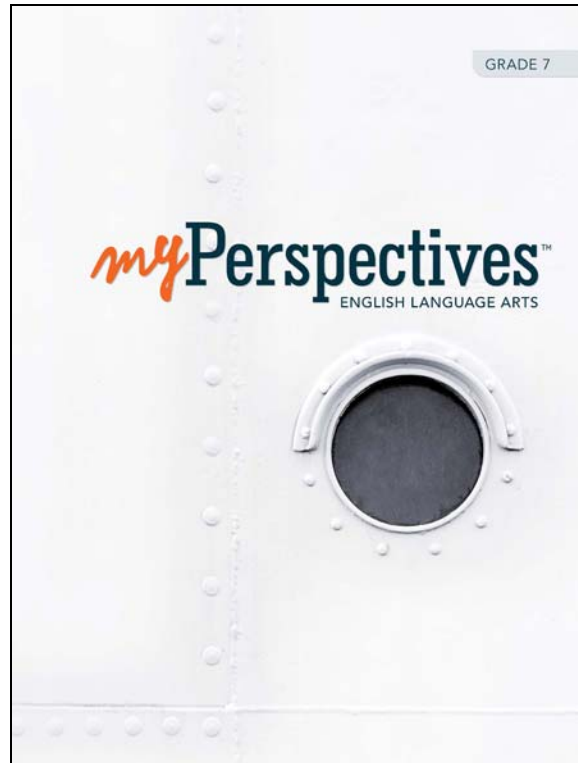


A Correlation of  
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Grade 7, © 2017



To the  
**Indiana Academic Standards for  
English/Language Arts  
Grade 7**



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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Indiana Academic Standards for English/Language Arts*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or 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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Indiana Academic Standards for English/Language Arts, Grade 7	myPerspectives, Grade 7 ©2017
<b>Indiana Academic Standards</b>	
<b>GRADE 7</b>	
<b>READING</b>	
<b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b>	
<b>Read and comprehend a variety of literature independently and proficiently</b>	
7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	<b>SE/TE:</b> <i>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</i>
<b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b>	
<b>Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</b>	
7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> <i>Two Kinds: 26; Dark They Were, and Golden-Eyed: 142; The Last Dog: 197; A Christmas Carol: Scrooge and Marley, Act 1: 260; Christmas Carol: Scrooge and Marley, Act 11: 292; The Grapes of Wrath: 462; The Circuit: 476; Small-Group Performance Task: 528</i>
7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 292; He—y, Come On Ou—t!: 427; The Grapes of Wrath: 463; The Circuit: 477, 480</i>
7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i> ).	<b>SE/TE:</b> <i>The Last Dog: 197; A Christmas Carol: Scrooge and Marley, Act 1: 261; Christmas Carol: Scrooge and Marley, Act 11: 293; Thank You, M'am: 321; He—y, Come On Ou—t!: 427; The Grapes of Wrath: 463</i>
7.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>

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<p><b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b>  <b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b></p>	
<p>7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p>	<p><b>SE/TE:</b> <i>A Christmas Carol: Scrooge and Marley, Act 1: 261; Christmas Carol: Scrooge and Marley, Act 11: 293; Turtle Watchers/Nature Is What We See/The Sparrow: 409</i></p>
<p>7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p><b>SE/TE:</b> <i>Two Kinds: 27; Thank You, M'am: 323</i></p>
<p><b>RL.4: SYNTHESIS AND CONNECTION OF IDEAS</b>  <b>Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</b></p>	
<p>7.RL.4.1: Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).</p>	<p><b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 150-151; A Christmas Carol Video: 302-303</i></p>
<p>7.RL.4.2: 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><b>SE/TE</b> <i>The Grapes of Wrath: 466-467</i></p>

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<b>READING: Nonfiction</b>	
<b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b>	
<b>Read and comprehend a variety of nonfiction independently and proficiently</b>	
7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	<b>SE/TE:</b> <i>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 deGrasse 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</i>
<b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b>	
<b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b>	
7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> <i>A Simple Act: 38; Learning to Love My Mother: 83; Tutors Teach Seniors New High-Tech Tricks: 67; Danger! This Mission to Mars Could Bore you to Death!: 158; Future of Space Exploration Could See Humans on Mars, Alien Planets: 180; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Silent Spring: 366; Nobel Speech: 382; The Story of My Life: 510; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 525</i>
7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	<b>SE/TE:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 67; Mom &amp; Me &amp; Mom: 78; Silent Spring: 367</i>
7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i> ).	<b>SE/TE:</b> <i>Mom &amp; Me &amp; Mom: 78; An American Childhood: 329; A Work in Progress: 501; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 525</i>

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<b>RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</b>	
7.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
7.RN.3.2: 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.	<b>SE/TE:</b> <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 159; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 525
7.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	<b>SE/TE:</b> <i>A Simple Act:</i> 39; <i>An Invisible Thread:</i> 47; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets:</i> 179; <i>A Work in Progress:</i> 501; <i>The Story of My Life:</i> 510
<b>RN.4: SYNTHESIS AND CONNECTION OF IDEAS</b> <b>Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas</b>	
7.RN.4.1: 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, noting instances of bias and stereotyping.	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:</i> 209; <i>Nobel Speech:</i> 383
7.RN.4.2: Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i> ).	<b>SE/TE:</b> <i>Learning to Love My Mother:</i> 84-85; <i>Al Gore’s Nobel Acceptance Speech:</i> 390-391; <i>The Miracle Worker:</i> 516-517
7.RN.4.3: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>SE/TE:</b> <i>An Invisible Thread:</i> 47, 50

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<b>READING: Vocabulary</b>	
<b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b>	
<b>Acquire, refine, and apply vocabulary using various strategies and sources</b>	
7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE/TE:</b> <i>Unit Opener</i> : 4; 118; 226; 354; 444; <i>Learning to Love My Mother</i> : 80, 83; <i>Dark They Were, and Golden Eyed Media</i> : 149; <i>A Christmas Carol Video</i> : 301; <i>An American Childhood</i> : 328; <i>Urban Farming Is Growing a Greener Future</i> : 332; <i>Eagle Tracking at Follensby Pond</i> : 418; <i>Surviving the Dust Bowl</i> : 455; <i>The Grapes of Wrath</i> : 465; <i>The Miracle Worker</i> : 512, 515
<b>RV.2: VOCABULARY BUILDING</b>	
<b>Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships</b>	
7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<b>SE/TE:</b> <i>Mother-Daughter Drawings</i> : 94; <i>Mother to Son/To James</i> : 94; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 174; <i>The Last Dog</i> : 182; <i>Thank You, M'am</i> : 314; <i>He—y, Come On Ou—t!</i> : 420; <i>A Work in Progress</i> : 492; <i>The Story of My Life</i> : 504; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 518
7.RV.2.2: Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i> ) to better understand each of the words.	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed</i> : 144; <i>An American Childhood</i> : 324; <i>Silent Spring</i> : 368
7.RV.2.3: Distinguish among the connotations of words with similar denotations.	<b>SE/TE:</b> <i>Mother to Son/To James</i> : 100; <i>Silent Spring</i> : 367; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 410
7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>SE/TE:</b> <i>Two Kinds</i> : 28; <i>Mom &amp; Me &amp; Mom</i> : 77; <i>Dark They Were, and Golden-Eyed</i> : 144; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 160; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 178; <i>The Last Dog</i> : 196; <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 262; <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 294; <i>Nobel Speech</i> : 384; <i>A Work in Progress</i> : 500; <i>The Story of My Life</i> : 509



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7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary, thesaurus, style guide</i> ), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 294; Thank You, M'am: 320; Turtle Watchers/Nature Is What We See/The Sparrow: 402; The Grapes of Wrath: 464</i>
<b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b> <b>Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>	
7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i> ) within a story, poem, or play.	<b>SE/TE:</b> <i>Mother to Son/To James: 101, 102; Dark They Were, and Golden-Eyed: 143; A Christmas Carol: Scrooge and Marley, Act 1: 262; The Grapes of Wrath: 465</i>
7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 208; Silent Spring: 367; A Work in Progress: 501</i>
7.RV.3.3: Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i> ) in context.	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed: 143; Silent Spring: 367</i>
<b>WRITING</b>	
<b>W.1: LEARNING OUTCOME FOR WRITING</b> <b>Write effectively for a variety of tasks, purposes, and audiences</b>	
7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<b>SE/TE:</b> <i>Whole-Class Performance Task: 57; 169; 309; 397; 483; Danger! This Mission to Mars Could Bore you to Death!: 162 The Last Dog: 199; He—y, Come On Ou—t!: 429</i>
<b>W.2: HANDWRITING</b> <b>Demonstrate the ability to write legibly</b>	
7.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>

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<b>W.3: WRITING GENRES:</b> <b>Develop and refine writing skills by writing for different purposes and to specific audiences or people</b>	
<b>ARGUMENTATIVE</b>	
7.W.3.1: Write arguments in a variety of forms that –	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 151; Whole-Class Performance Task: 164; 392, 394 Small-Group Performance Task: 213; Al Gore's Nobel Acceptance Speech: 391</i>
<ul style="list-style-type: none"> <li>● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> </ul>	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task: 165, 166, 168; 393, 396 Small-Group Performance Task: 213; A Christmas Carol Video: 303; Silent Spring: 370</i>
<ul style="list-style-type: none"> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 151; Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task: 165; 393, Small-Group Performance Task: 213; A Christmas Carol Video: 303; Silent Spring: 370; Al Gore's Nobel Acceptance Speech: 391</i>
<ul style="list-style-type: none"> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> </ul>	<b>SE/TE:</b> <i>Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task: 169; 394</i>
<ul style="list-style-type: none"> <li>● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> </ul>	<b>SE/TE:</b> <i>Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task: 166; 396</i>
<ul style="list-style-type: none"> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<b>SE/TE:</b> <i>Danger! This Mission to Mars Could Bore you to Death!: 162; Whole-Class Performance Task: 166; 396 A Christmas Carol Video: 303</i>

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<b>INFORMATIVE</b>	
7.W.3.2: Write informative compositions on a variety of topics that –	<b>SE/TE:</b> <i>An Invisible Thread: 51; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 304, 306; 482, 486; Small-Group Performance Task: 340; The Grapes of Wrath: 467; The Circuit: 480</i>
<ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> </ul>	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 304, 306; Small-Group Performance Task: 340; 484; The Miracle Worker: 517; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527</i>
<ul style="list-style-type: none"> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> </ul>	<b>SE/TE:</b> <i>An Invisible Thread: 51; Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 304, 306; 483; 484; 486; Small-Group Performance Task: 340; The Grapes of Wrath: 467; The Circuit: 480; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527</i>
<ul style="list-style-type: none"> <li>● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 308; Small-Group Performance Task: 340</i>
<ul style="list-style-type: none"> <li>● Choose language and context-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 306; 486</i>
<ul style="list-style-type: none"> <li>● Establish and maintain a style appropriate to purpose and audience.</li> </ul>	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 306; 486; Small-Group Performance Task: 529</i>
<ul style="list-style-type: none"> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<b>SE/TE:</b> <i>Danger! This Mission to Mars Could Bore you to Death!: 162; Christmas Carol: Scrooge and Marley, Act 11: 296; Whole-Class Performance Task: 484</i>

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<b>NARRATIVE</b>	
7.W.3.3: Write narrative compositions in a variety of forms that –	<b>SE/TE:</b> <i>Whole-Class Performance Task: 52, 56; The Last Dog: 199; Thank You, M'am: 323; He—y, Come On Ou—t!: 429</i>
<ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> </ul>	<b>SE/TE:</b> <i>Two Kinds: 30; Whole-Class Performance Task: 52, 54; Mother to Son/To James: 103; He—y, Come On Ou—t!: 429</i>
<ul style="list-style-type: none"> <li>Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	<b>SE/TE:</b> <i>Two Kinds: 30; Whole-Class Performance Task: 52; Thank You, M'am: 323</i>
<ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> </ul>	<b>SE/TE:</b> <i>Two Kinds: 30; Whole-Class Performance Task: 52, 53; Mother to Son/To James: 103; The Last Dog: 199; Thank You, M'am: 323</i>
<ul style="list-style-type: none"> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul>	<b>SE/TE:</b> <i>Whole-Class Performance Task: 52, 56; Thank You, M'am: 323</i>
<ul style="list-style-type: none"> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<b>SE/TE:</b> <i>Whole-Class Performance Task: 52, 56; The Last Dog: 199; He—y, Come On Ou—t!: 429</i>
<b>W.4: THE WRITING PROCESS</b>	
<b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>	
7.W.4: Apply the writing process to –	
<ul style="list-style-type: none"> <li>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> </ul>	<b>SE/TE:</b> <i>Two Kinds: 31; Whole-Class Performance Task: 57, 169, 309, 397, 487</i>
<ul style="list-style-type: none"> <li>Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.</li> </ul>	<b>SE/TE:</b> <i>Urban Farming Is Growing a Greener Future: 339; Whole-Class Performance Task: 392, 397</i>

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<b>W.5: THE RESEARCH PROCESS</b> <b>Build knowledge about the research process and the topic under study by conducting research</b>	
<b>FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>	
7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	<b>SE/TE:</b> <i>Tutors Teach Seniors New High-Tech Tricks: 69; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Christmas Carol: Scrooge and Marley, Act 11: 297; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; The Circuit: 481; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528</i>
<ul style="list-style-type: none"> <li>• Formulate a research question.</li> </ul>	<b>SE/TE:</b> <i>Two Kinds: 25; The Last Dog: 195; Urban Farming Is Growing a Greener Future: 339</i>
<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> </ul>	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528</i>
<ul style="list-style-type: none"> <li>• Assess the credibility and accuracy of each source.</li> </ul>	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528</i>
<ul style="list-style-type: none"> <li>• Quote or paraphrase the information and conclusions of others.</li> </ul>	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528</i>

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<b>Indiana Academic Standards for English/Language Arts, Grade 7</b>	<b>myPerspectives, Grade 7 ©2017</b>
<ul style="list-style-type: none"> <li>● Avoid plagiarism and follow a standard format for citation.</li> </ul>	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528</i>
<ul style="list-style-type: none"> <li>● Present information, choosing from a variety of formats.</li> </ul>	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 211; Urban Farming Is Growing a Greener Future: 339; Silent Spring: 371; Eagle Tracking at Follensby Pond: 419; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 527; Small-Group Performance Task: 528</i>
<b>W.6: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>Demonstrate command of the conventions of standard English</b>	
<b>GRAMMAR AND USAGE</b>	
7.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<b>SE/TE:</b> <i>Two Kinds: 29; A Simple Act: 41; Tutors Teach Seniors New High-Tech Tricks: 68; Mom &amp; Me &amp; Mom: 79; Dark They Were, and Golden-Eyed: 145; Danger! This Mission to Mars Could Bore you to Death!: 161; Whole-Class Performance Task: 167; 397; 485, 487; Future of Space Exploration Could See Humans on Mars, Alien Planets: 180; The Last Dog: 198; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 210; A Christmas Carol: Scrooge and Marley, Act 1: 263; Silent Spring: 369; A Work in Progress: 502</i>
7.W.6.1a: <b>Pronouns</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>Students build upon and continue applying conventions learned previously. For example, see: Two Kinds: 29, 30</i>
7.W.6.1b: <b>Verbs</b> – Recognizing and correcting problems with subject/verb agreement.	<b>SE/TE:</b> <i>Whole-Class Learning: 57; A Christmas Carol: Scrooge and Marley, Act I: 263</i>
7.W.6.1c: <b>Adjectives and Adverbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>Students build upon and continue applying conventions learned previously. For example, see: A Simple Act: 41; Dark They Were, and Golden-Eyed: 145</i>

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7.W.6.1d: <b>Phrases and Clauses</b> – Recognizing and correcting misplaced and dangling modifiers.	<b>SE/TE:</b> <i>Whole-Class Performance Task: 395</i>
7.W.6.1e: <b>Usage</b> – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	<b>SE/TE:</b> <i>Christmas Carol: Scrooge and Marley, Act 11: 295; Whole-Class Performance Task: 307</i>
<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>	
7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>SE/TE:</b> <i>Whole-Class Performance Task: 309; An American Childhood: 330; He—y, Come On Ou—t!: 428; The Circuit: 479; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 526</i>
7.W.6.2a: <b>Capitalization</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>Students build upon and continue applying conventions learned previously. For example, see: Performance Task: Write an Argument 397; Young Tinkerer Builds a Windmill, Electrifying a Nation: 526</i>
7.W.6.2b: <b>Punctuation</b> – • Using commas with subordinate clauses.	<b>SE/TE:</b> <i>An Invisible Thread: 49; The Circuit: 479; Whole-Class Performance Task: 485, 487</i>
7.W.6.2c: <b>Spelling</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>Students build upon and continue applying conventions learned previously. For example, see: Whole-Class Performance Task: 397; 487</i>

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<b>SPEAKING AND LISTENING</b>	
<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> <b>Refine and apply effective communication skills through speaking and active listening</b>	
7.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<b>SE/TE:</b> <i>Small-Group Performance Task: 105; 213; 341; 431; 529</i>
<b>SL.2: DISCUSSION AND COLLABORATION</b> <b>Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>	
7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 150; Future of Space Exploration Could See Humans on Mars, Alien Planets: 178; The Last Dog: 196; Ellen Ochoa, Director, Johnson Space Center: 203; Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 208; Share Your Independent Learning: 110, 218, 346, 436, 534; Turtle Watchers/Nature Is What We See/The Sparrow: 411; The Grapes of Wrath: 466; A Work in Progress: 503; Small-Group Performance Task: 529</i>
7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 150; Ellen Ochoa, Director, Johnson Space Center: 203; ; A Christmas Carol Video: 302; An American Childhood: 331; Al Gore's Nobel Acceptance Speech: 390; Turtle Watchers/Nature Is What We See/The Sparrow: 411; The Circuit: 481; The Miracle Worker: 516; Small-Group Performance Task: 529</i>
7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 150; Ellen Ochoa, Director, Johnson Space Center: 203; ; A Christmas Carol Video: 302; An American Childhood: 331; Turtle Watchers/Nature Is What We See/The Sparrow: 411</i>



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7.SL.2.4: 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> <i>Dark They Were, and Golden-Eyed Media: 150; Ellen Ochoa, Director, Johnson Space Center: 203; ; A Christmas Carol Video: 302; An American Childhood: 331; Turtle Watchers/Nature Is What We See/The Sparrow: 411; He—y, Come On Ou—t!: 426; The Circuit: 481; A Work in Progress: 503</i>
7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.	<b>SE/TE:</b> <i>Dark They Were, and Golden-Eyed Media: 150; Ellen Ochoa, Director, Johnson Space Center: 203; A Christmas Carol Video: 302; An American Childhood: 331; Turtle Watchers/Nature Is What We See/The Sparrow: 411; He—y, Come On Ou—t!: 426; The Grapes of Wrath: 466</i>
<b>SL.3: COMPREHENSION</b> <b>Refine and apply active listening and interpretation skills using various strategies</b>	
7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) and explain how the ideas clarify a topic, text, or issue under study.	<b>SE/TE:</b> <i>Mother-Daughter Drawings: 92; Dark They Were, and Golden-Eyed Media: 146; A Christmas Carol Video: 302; Small-Group Performance Task: 341; 430; Al Gore's Nobel Acceptance Speech: 390; The Grapes of Wrath: 466; A Work in Progress: 503; The Miracle Worker: 516</i>
7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SE/TE:</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity: 209; Small-Group Performance Task: 212; Al Gore's Nobel Acceptance Speech: 390;</i>
<b>SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS</b> <b>Refine and apply speaking skills to communicate ideas effectively in a variety of situations</b>	
7.SL.4.1: 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.	<b>SE/TE:</b> <i>Two Kinds: 31; Tutors Teach Seniors New High-Tech Tricks: 69; Small-Group Performance Task: 105; 212; 431; 529; Unit Reflection: 115; Danger! This Mission to Mars Could Bore you to Death!: 163; Future of Space Exploration Could See Humans on Mars, Alien Planets: 181; Christmas Carol: Scrooge and Marley, Act 11: 297; Small-Group Performance Task: 341; Silent Spring: 371; The Circuit: 481</i>

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7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	<b>SE/TE:</b> <i>Tutors Teach Seniors New High-Tech Tricks:</i> 69; <i>Mother-Daughter Drawings:</i> 92; <i>Small-Group Performance Task:</i> 105; 212; 431; 529; <i>Unit Reflection:</i> 115; <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 163; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets:</i> 181; <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 297; <i>Urban Farming Is Growing a Greener Future:</i> 339; <i>Small-Group Performance Task:</i> 341; <i>Silent Spring:</i> 371; <i>Turtle Watchers/Nature Is What We See/The Sparrow:</i> 411
7.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
<b>MEDIA LITERACY</b>	
<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b> <b>Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes</b>	
7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>SE/TE:</b> <i>Learning to Love My Mother:</i> 80-84; <i>Mother and Daughter Drawings:</i> 86-91, 92; <i>Dark They Were, and Golden-Eyed:</i> 149; <i>Ellen Ochoa: Director, Johnson Space Center:</i> 201-202
<b>ML.2: MEDIA LITERACY</b> <b>Analyze the purposes of media and the ways in which media can have influences</b>	
7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	<b>SE/TE:</b> <i>Urban Farming is Growing a Greener Future:</i> 332-338; <i>Eagle Tracking at Follensby Pond:</i> 413, 416
7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.	<b>SE/TE:</b> <i>Al Gore's Nobel Acceptance Speech</i> 389