

A Correlation of



Grade 7, ©2017

To the

North Carolina English Language Arts Standards Course of Study Grade 7

A Correlation of *myPerspectives*, Grade 7 ©2017 to the North Carolina English Language Arts Standard Course of Study

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the North Carolina English Language Arts Standard Course of Study. 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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READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: “Mother to Son” / “To James,” 100; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 292; <i>Scrooge</i>, 301; “He—y, Come On Ou—t!” 427; “The Circuit,” 476.</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> SE/TE: “Two Kinds,” 26; “Thank You, M’am,” 321; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; <i>Other Resources: Common Core Companion</i>, 2–3, 9</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>SE/TE: [Theme] “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; <i>The Grapes of Wrath</i>, 463; “The Circuit,” 477; Other Resources: <i>Common Core Companion</i>, 15–16; <i>myPerspectives Plus: Reading Skills and Literary Analysis: Archetypal Theme; Theme</i></p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.7.3 Analyze how particular elements of a story or drama interact.	<p>SE/TE: “The Last Dog,” 197; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 261; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 293; “Thank You, M’am,” 321;-from <i>The Grapes of Wrath</i>, 463</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 28–29; 35</p>

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CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	SE/TE: “Mother to Son” / “To James,” 100, 102; “Dark They Were, and Golden-Eyed,” 143; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 410; Other Resources: Common Core Companion, 41–42 <i>Additional Resources</i> <i>Other Resources: myPerspectives+ Academic Vocabulary and Word Analysis Skills: all lessons</i>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.7.5 Analyze how a drama’s or poem’s (or other literary genre’s) form or structure contributes to its meaning .	SE/TE: <i>A Christmas Carol: Scrooge and Marley</i> , Act I, 261; <i>A Christmas Carol: Scrooge and Marley</i> , Act II, 293; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409; Other Resources: Common Core Companion, 54–55; myPerspectives+ Reading Skills and Literary Analysis: Reading Drama
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.	SE/TE: “Two Kinds,” 27, 30; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 409; Other Resources: Common Core Companion, 67–68; Reading Skills and Literary Analysis: Point of View <i>Additional Resources</i> <i>Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization; Point of View</i>
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.7.7 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.	SE/TE: “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; <i>A Christmas Carol / Scrooge</i> , 302–303; Other Resources: Common Core Companion, 74–75

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CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	Not applicable to literature according to the North Carolina English Language Arts Standard Course of Study
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.7.9 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.	SE/TE: from <i>The Grapes of Wrath</i> , 463; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i> , 466–467; Other Resources: Common Core Companion, 81–82
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “Two Kinds,” 13; “Mother to Son” / “To James,” 96; “Dark They Were, and Golden-Eyed,” 127; “Dark They Were, and Golden-Eyed” (radio play), 147; <i>A Christmas Carol: Scrooge and Marley</i>, Acts I and II, 235, 265; <i>Scrooge</i>, 299</p> <p><u><i>Additional Resources</i></u></p> <p><i>SE/TE: First-Read Guides, 108, 216, 344, 434, 532; Close-Read Guides, 109, 217, 345, 435, 533; “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”; Other Resources: Common Core Companion, 88–89</i></p>

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READING: INFORMATIONAL TEXT	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 67; from <i>Mom & Me & Mom</i>, 78; from <i>An American Childhood</i>, 329; from <i>The Story of My Life</i>, 510</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> Other Resources: Common Core Companion, 96–97; 103</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.7.2 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>SE/TE: [Central Ideas and Their Development] “Tutors Teach Seniors New High-Tech Tricks,” 67; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 179; from <i>An American Childhood</i>, 329; from <i>Silent Spring</i>, 367; [Summary] Unit Introductions, 8, 122, 230, 358, 448</p> <p><u>Additional Resources</u> <i>SE/TE: 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).</i></p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.7.3 Analyze the interactions between individuals, events , and ideas in a text.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 67; from <i>An American Childhood</i>, 329 Other Resources: Common Core Companion, 122–123</p>

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CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone .	<p>SE/TE: “A Simple Act,” 39; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; from <i>Silent Spring</i>, 367; “A Work in Progress,” 501; from <i>The Story of My Life</i>, 509, 510</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 129–130; 136; myPerspectives Plus: Academic Vocabulary and Word Analysis Skills: all lessons</i></p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.7.5 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>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!,” 159; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 179; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 525</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 142–143</i></p>
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.7.6 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>SE/TE: “A Simple Act,” 39; from <i>An Invisible Thread</i>, 47; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; “A Work in Progress,” 500; from <i>The Story of My Life</i>, 510</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 149–150; 156</i></p>

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CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.	SE/TE: from <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84–85; Nobel Speech (text) / Nobel Speech (video), 390–391; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517; Other Resources: Common Core Companion, 162–163
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.7.8 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 .	SE/TE: “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 209; <i>Nobel Speech</i> , 383; Other Resources: Common Core Companion, 169–170
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.7.9 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.	SE/TE: “A Simple Act” / from <i>An Invisible Thread</i> , 50; from <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84–85; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517; Other Resources: Common Core Companion, 176–177

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CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
<p>RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i> SE/TE: "A Simple Act," 32; from <i>Mom & Me & Mom</i>, 70; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 204; from <i>An American Childhood</i>, 324; Nobel Speech, 372; Nobel Speech (video), 386</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: "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 <i>Silent Spring</i>, 363; "Eagle Tracking at Follensby Pond," 413; "The Dust Bowl," 453; "A Work in Progress," 493; from <i>The Story of My Life</i>, 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 <i>Packing for Mars</i>, "Trip to Mars Could Damage Astronauts' Brains," "Little Things are Big," "Profile: Malala Yousafzai," "Noor Inayat Khan" from <i>Women Heroes of WWII</i>, "The Story of Victor D'aveyron, the Wild Child," from <i>Of Wolves and Men</i>, "The Girl Who Fell From the Sky," from <i>Facing the Lion: Growing Up Maasai on the African Savanna</i>; Other Resources: <i>Common Core Companion</i>, 183–184</i></p>

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WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence .	<p>SE/TE: Whole-Class Performance Tasks, 164–169, 392-394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466-467</p> <p><u>Additional Resources</u> <i>SE/TE: "Danger! This Mission to Mars Could Bore You to Death!"</i> 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; Other Resources: Common Core Companion, 191–201; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School</i></p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: Whole-Class Performance Tasks, 164–169, 392-394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466-467</p> <p><u>Additional Resources</u> <i>SE/TE: "Danger! This Mission to Mars Could Bore You to Death!"</i> 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; Other Resources: Common Core Companion, 191–201; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School</i></p>

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b. Introduce claim(s) , acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<p>SE/TE: Whole-Class Performance Tasks, 164–166; 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; Other Resources: myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School</p> <p><i>Additional Resources</i> SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessments</i>, 219–220, 437–438; <i>Other Resources: Common Core Companion</i>, 191–201</p>
c. Support claim(s) with logical reasoning and relevant evidence , using accurate, credible sources and demonstrating an understanding of the topic or text.	<p>SE/TE: Whole-Class Performance Task, 165; Nobel Speech (text) / Nobel Speech (video), 390–391; Unit 4: 392–394; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; Other Resources: myPerspectives Plus: Writing and Research: Interactive Research Lessons: Sources and Evidence—Middle School</p> <p><i>Additional Resources</i> SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; from <i>Silent Spring</i>, 370; <i>Other Resources: Common Core Companion</i>, 191–201</p>
d. Use words, phrases , and clauses to create cohesion and clarify the relationships among claim(s) , reasons, and evidence .	<p>SE/TE: Whole-Class Performance Tasks, 166, 396; Nobel Speech (text) / Nobel Speech (video), 391</p> <p><i>Additional Resources</i> SE/TE: Unit 4: 394; from <i>Silent Spring</i>, 370; <i>Other Resources: Common Core Companion</i>, 191–201</p>
e. Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Tasks, 168–169, 394; Other Resources: Common Core Companion: 196</p>
f. Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: Whole-Class Performance Tasks, 166, 396; “The Dust Bowl”/ from <i>The Grapes of Wrath</i>, 467; Other Resources: Common Core Companion: 197</p>

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<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/TE: Whole-Class Performance Tasks, 164–169, 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Additional Resources</u> <i>SE/TE: “Danger! This Mission to Mars Could Bore You to Death!”</i> 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; Other Resources: Common Core Companion, 191–201; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Argumentative Writing—Middle School; Writing Process</i></p>
<p>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>SE/TE: “Learning to Love My Mother,” 84–85; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 211; <i>Scrooge</i>, 302–303; Whole-Class Performance Tasks, 304–309, 482–486; “The Circuit,” 480</p> <p><u>Additional Resources</u> <i>SE/TE: The Story of My Life / “How Helen Keller Learned to Talk,”</i> 517; <i>Small-Group Performance Task, 340; from An Invisible Thread, 50–51; “Dark They Were, and Golden-Eyed,”</i> 150–151; <i>A Christmas Carol: Scrooge and Marley, Act II,</i> 297; <i>“Eagle Tracking at Follensby Pond,”</i> 419; <i>Other Resources: Common Core Companion, 202–213; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School; Writing Process</i></p>

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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: “Learning to Love My Mother,” 84-85; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 211; <i>Scrooge</i>, 302–303; Whole-Class Performance Tasks, 304–309, 482–486; “The Circuit,” 480</p> <p><u>Additional Resources</u> <i>SE/TE: The Story of My Life / “How Helen Keller Learned to Talk,”</i> 517; <i>Small-Group Performance Task, 340; from An Invisible Thread, 50-51; “Dark They Were, and Golden-Eyed,”</i> 150–151; <i>A Christmas Carol: Scrooge and Marley, Act II,</i> 297; <i>“Eagle Tracking at Follensby Pond,”</i> 419; <i>Other Resources: Common Core Companion, 202–213;</i> myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School; Writing Process</p>
<p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Whole-Class Performance Tasks, 305–306, 483–484; Small-Group Performance Task, 340–341; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life / “How Helen Keller Learned to Talk,”</i> 517</p> <p><u>Additional Resources</u> <i>SE/TE: “Learning to Love My Mother,”</i> 85; <i>“Dark They Were, and Golden-Eyed,”</i> 151; <i>A Christmas Carol: Scrooge and Marley, Act II,</i> 296; <i>“A Young Tinkerer Builds a Windmill, Electrifying a Nation,”</i> 527; <i>Other Resources: Common Core Companion, 202–213</i></p>

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c. Develop the topic with relevant facts, definitions, concrete details , quotations, or other information and examples.	<p>SE/TE: from <i>An Invisible Thread</i>, 50–51; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; Whole-Class Performance Tasks, 305, 483–484; “Eagle Tracking at Follensby Pond,” 419</p> <p><u>Additional Resources</u> <i>SE/TE: “Learning to Love My Mother,”</i> 84–85; “<i>Dark They Were, and Golden-Eyed,</i>” 151; “<i>The Circuit,</i>” 480; <i>The Story of My Life / “How Helen Keller Learned to Talk,”</i> 51; <i>Other Resources: Common Core Companion, 202–213; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School; Writing Process</i></p>
d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>SE/TE: from <i>An Invisible Thread</i>, 51; “<i>Learning to Love My Mother,</i>” 85; “<i>Dark They Were, and Golden-Eyed,</i>” 151; Whole-Class Performance Tasks, 306, 484</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 202–213</i></p>
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>SE/TE: <i>Scrooge</i>, 303; Whole-Class Performance Tasks, 307–308, 483 Other Resources: <i>Common Core Companion: 207</i></p>
f. Establish and maintain a formal style.	<p>SE/TE: <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; Whole-Class Performance Task, 309, 486; Other Resources: <i>Common Core Companion: 207</i></p>
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>SE/TE: “<i>Dark They Were, and Golden-Eyed,</i>” 151; Whole-Class Performance Tasks, 308, 484, 486; Other Resources: <i>Common Core Companion: 208</i></p> <p><u>Additional Resources</u> <i>SE/TE: A Christmas Carol: Scrooge and Marley, Act II, 296; Scrooge, 303</i></p>

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<p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/TE: “Learning to Love My Mother,” 84-85; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 211; <i>Scrooge</i>, 302-303; Whole-Class Performance Tasks, 304-309, 482-486; “The Circuit,” 480</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: The Story of My Life / “How Helen Keller Learned to Talk,” 517; Small-Group Performance Task, 340; from An Invisible Thread, 50-51; “Dark They Were, and Golden-Eyed,” 150-151; A Christmas Carol: Scrooge and Marley, Act II, 297; “Eagle Tracking at Follensby Pond,” 419; Other Resources: Common Core Companion, 202-213; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Informative/Explanatory Writing—Middle School; The Writing Process-Middle School</i></p>
<p>CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>SE/TE: Whole-Class Performance Task, 52-56; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: “Two Kinds,” 30; Other Resources: Common Core Companion: 214-224; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Narrative Writing—Middle School</i></p>

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a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: Whole-Class Performance Task, 52–56; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><i>Additional Resources</i> SE/TE: “Two Kinds,” 30; Other Resources: Common Core Companion: 214–224; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Narrative Writing—Middle School; Writing Process; The Writing Process-Middle School</p>
b. 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>SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, 53–56; “Mother to Son” / “To James,” 103; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><i>Additional Resources</i> Other Resources: Common Core Companion: 214–224</p>
c. Use narrative techniques, such as dialogue , pacing , and description , to develop experiences, events , and/or characters .	<p>SE/TE: Whole-Class Performance Task, 53, 55; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “He—y, Come On Ou—t!” 429; Other Resources: Common Core Companion: 218</p>
d. Use a variety of transition words, phrases , and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p>SE/TE: Whole-Class Performance Task, 54; “Thank You, M’am,” 323; Other Resources: Common Core Companion: 218</p>
e. Use precise words and phrases , relevant descriptive details, and sensory language to capture the action and convey experiences and events .	<p>SE/TE: “Two Kinds,” 30; Whole-Class Performance Task, 55, 56; “Mother to Son” / “To James,” 103; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><i>Additional Resources</i> Other Resources: Common Core Companion: 218</p>
f. Provide a conclusion that follows from and reflects on the narrated experiences or events .	<p>SE/TE: Whole-Class Performance Task, 56; “The Last Dog,” 199; “He—y, Come On Ou—t!” 429; Other Resources: Common Core Companion, 220</p>

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<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/TE: Whole-Class Performance Task, 52–56; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “Thank You, M’am,” 323; “He—y, Come On Ou—t!” 429</p> <p><i>Additional Resources</i> SE/TE: “Two Kinds,” 30; Other Resources: Common Core Companion: 214–224; myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Narrative Writing—Middle School; Writing Process; The Writing Process-Middle School</p>
<p>CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	
<p>W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p>	<p>SE/TE: Whole-Class Performance Tasks, 309, 392, 397; “Urban Farming Is Growing a Greener Future,” 339; Other Resources: Common Core Companion, 245–246; 252; myPerspectives Plus: Writing and Research: Interactive Writing Lessons</p>
<p>CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>W.7.5 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>SE/TE: <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 297; “Urban Farming Is Growing a Greener Future,” 339; “Eagle Tracking at Follensby Pond,” 419; “The Circuit,” 481; Other Resources: myPerspectives+ Interactive Research Lessons: Research Writing-Middle School</p> <p><i>Additional Resources</i> Other Resources: Common Core Companion, 258–259; 262; myPerspectives Plus: Writing and Research: Interactive Research Lessons</p>

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CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.7.6 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>SE/TE: “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; “Urban Farming Is Growing a Greener Future,” 339; Whole-Class Performance Task, Unit 4: 397;</p> <p>Other Resources: 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</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 265–278; myPerspectives Plus: Writing and Research: Interactive Research Lessons</i></p>
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.7.1 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.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; from <i>Mom & Me & Mom</i>, 77; “Mother-Daughter Drawings,” 93; Small-Group Performance Task, 104-105; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178</p> <p><u>Additional Resources</u> <i>SE/TE: “Thank You, M’am,” 323; from An American Childhood, 331; “A Work in Progress,” 503; Performance Task, 430; from The Story of My Life / “How Helen Keller Learned to Talk,” 517; Other Resources: myPerspectives+, Group Discussions—Skills and Guidelines; Common Core Companion: 298–303</i></p>

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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.	<p>SE/TE: “Mother-Daughter Drawings,” 93; Small-Group Performance Tasks, 104–105, 430–431, 529; Other Resources: Common Core Companion, 298–303</p> <p><i>Additional Resources</i> SE/TE: from <i>An American Childhood</i>, 331; “A Work in Progress,” 503</p>
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<p>SE/TE: Small-Group Performance Task, 104; from <i>An American Childhood</i>, 331; “A Work in Progress,” 503; Working as a Team, 60, 172, 312, 400, 490; Other Resources: Common Core Companion, 298–303</p>
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.	<p>SE/TE: “Tutors Teach Seniors New High Tech Tricks,” 69; from <i>An American Childhood</i>: 331; Other Resources: Common Core Companion, 298–303</p> <p><i>In addition, students address this standard in the Unit Introduction Launch Activity features and in Small Group Learning Working as a Team features.</i></p> <p><i>Additional Resources</i> SE/TE: “The Circuit,” 481; “A Work in Progress,” 503</p>
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<p>SE/TE: “Thank You, M’am,” 323; from <i>An American Childhood</i>, 33; Other Resources: Common Core Companion, 298–303</p>

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CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	<p>SE/TE: “Mother-Daughter Drawings,” 92; Small-Group Performance Task, 104, 340–341, 430;– “Urban Farming Is Growing a Greener Future,” 338;–Other Resources: Common Core Companion, 305–306</p> <p><i>Additional Resources</i> SE/TE: “Learning to Love My Mother,” 83; “Eagle Tracking at Follensby Pond,” 418; <i>Other Resources:</i> Common Core Companion: 305–306</p>
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.7.3 Delineate a speaker’s argument and specific claims , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence .	<p>SE/TE: Nobel Speech (video), 389; Nobel Speech (text) / Nobel Speech (video), 390; Small-Group Performance Task, 431 Other Resources: myPerspectives+: Conversations and Discussions—Middle School: Evaluating Presentations; Common Core Companion: 309–310, 314</p>
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; Small-Group Performance Tasks, 105, 213, 341; “Danger! This Mission to Mars Could Bore You to Death!” 163</p> <p><i>Additional Resources</i> SE/TE: from <i>Silent Spring</i>, 371; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 411; “The Circuit,” 481; <i>Performance Tasks</i>, 430–431, 529; <i>Other Resources:</i> myPerspectives+: <i>Conversations and Discussions—Middle School; Giving a Presentation – Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</i></p>

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CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Mother-Daughter Drawings,” 93; “Danger! This Mission to Mars Could Bore You to Death!” 162; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; Small-Group Performance Tasks, 213, 341</p> <p><i>Additional Resources</i> <i>SE/TE: from Silent Spring, 371; “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 411; “The Circuit,” 481; Performance Tasks, 430–431, 529; Other Resources: myPerspectives+: Conversations and Discussions—Middle School: Giving a Presentation; Common Core Companion: 316–317, 320</i></p>
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	<p>SE/TE: from <i>Silent Spring</i>, 369–370; Whole-Class Performance Tasks: 167–169; 395–397</p> <p><i>Additional Resources</i> <i>SE/TE: “Two Kinds,” 29, 30; “A Simple Act,” 41; from An Invisible Thread, 49, 51; “Tutors Teach Seniors New High-Tech Tricks,” 68; from Mom & Me & Mom, 79; “Dark They Were, and Golden-Eyed,” 145; “Danger! This Mission to Mars Could Bore You to Death!” 161, 162; “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 I, 263; A Christmas Carol: Scrooge and Marley, Act II, 295, 296; “Thank You, M’am,” 322; An American Childhood, 330; Nobel Speech, 385; “A Work in Progress,” 502; The Story of My Life, 511; Whole-Class Performance Task, 307, 309; Grammar Handbook, R57–R63; myPerspectives Plus: Conventions</i></p>

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CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<p>SE/TE: “He—y, Come On Ou—t!,” 428; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 526; Whole-Class Performance Tasks, 57, 397; 485</p> <p><i>Additional Resources</i> SE/TE: “Two Kinds,” 29; from <i>An Invisible Thread</i>, 51; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 210; <i>Scrooge</i>, 303; from <i>An American Childhood</i>, 330; “The Circuit,” 479, 480; “A Work in Progress,” 502; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 526; Whole-Class Performance Tasks, 167, 169, 307, 309, 487; <i>Grammar Handbook</i>, R64–R66; <i>myPerspectives Plus: Conventions</i></p>
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>SE/TE: Whole-Class Performance Tasks, 167, 307, 395, 485</p> <p><i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning selections.</i></p>
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 68; “The Last Dog,” 198; Whole-Class Performance Task, Unit 3: 307, Unit 4: 395; Other Resources: Common Core Companion, 343–344</p> <p><i>Additional Resources</i> SE/TE: Whole-Class Performance Task, Unit 2: 167</p>

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<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p>L.7.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 62; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 208; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; Other Resources: Common Core Companion, 345–352</p> <p><i>Students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u> <i>SE/TE: “Two Kinds,” 28; “A Simple Act,” 34, 40; An Invisible Thread, 48; “Tutors Teach Seniors New High-Tech Tricks,” 64, 66; Mom & Me & Mom, 70, 71, 73, 77; “Mother to Son” / “To James,” 94; 97, 100; “Dark They Were, and Golden-Eyed,” 132, 137, 144; “Danger! This Mission to Mars Could Bore You to Death!” 160; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 175, 178; “The Last Dog,” 182, 184, 186, 189, 196; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204, 205, 207; A Christmas Carol: Scrooge and Marley, Act I, 237, 250, 252, 262; A Christmas Carol: Scrooge and Marley, Act II, 266, 271, 274, 282, 294; “Thank You, M’am,” 316, 320; An American Childhood, 324, 325, 326, 328; Silent Spring, 368; Nobel Speech, 384; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402, 404, 405, 406, 408; “He—y, Come On Ou—t!” 423, 424, 426; The Grapes of Wrath, 460, 464; “The Circuit,” 469, 478; “A Work in Progress,” 492, 497, 498, 500; The Story of My Life, 504, 505, 506, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518, 520, 522, 524</i></p>

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.	<p>SE/TE: from <i>An Invisible Thread</i>, 48; “Dark They Were, and Golden-Eyed,” 143, 144; “The Last Dog,” 196; Other Resources: Common Core Companion Workbook, 353–358</p> <p><u>Additional Resources</u> <i>SE/TE: Mom & Me & Mom</i>, 70; “Mother to Son” / “To James,” 100; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 204; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 294; <i>An American Childhood</i>, 328; <i>Nobel Speech</i>, 380; “Turtle Watchers” / “‘Nature’ is what We see—” / <i>The Sparrow</i>,” 404; <i>The Story of My Life</i>, 507; <i>Literary Handbook</i>, R45–R49; <i>myPerspectives Plus: Reading and Literary Analysis: Figurative Language</i></p>
a. Interpret figures of speech in context based on grade 7 reading and content.	<p>SE/TE: “Dark They Were, and Golden-Eyed,” 143; “The Last Dog,” 196; <i>Nobel Speech</i>, 380; <i>The Story of My Life</i>, 507; Other Resources: Common Core Companion, 353–354</p> <p><u>Additional Resources</u> <i>SE/TE: “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,”</i> 204; “Turtle Watchers” / “‘Nature’ is what We see—” / <i>The Sparrow</i>,” 404; <i>myPerspectives Plus: Reading and Literary Analysis: Figurative Language</i></p>
b. Distinguish among the connotations of words with similar denotations .	<p>SE/TE: “A Simple Act,” 39; “Mother to Son” / “To James,” 100; “Dark They Were, and Golden-Eyed,” 144; <i>Silent Spring</i>, 367; Other Resources: Common Core Companion, 357–358</p> <p><u>Additional Resources</u> <i>SE/TE: “Turtle Watchers” / “‘Nature’ is what We see—” / The Sparrow</i>,” 410; <i>The Story of My Life</i>, 510</p>

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<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Introductions, 5, 119, 227; from An American Childhood, 324/328; Other Resources: 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> <p><u>Additional Resources</u> <i>SE/TE: Unit Goals, Unit 4: 354, Unit 5: 444; “Learning to Love My Mother,” 80, 83; “Mother-Daughter Drawings,” 86, 92; “Dark They Were, and Golden-Eyed” (radio play), 146, 149; “Ellen Ochoa: Director, Johnson Space Center,” 200, 202; Scrooge, 298, 301; “Eagle Tracking at Follensby Pond,” 412, 418; “Surviving the Dust Bowl,” 452, 455; “How Helen Keller Learned to Talk,” 512, 515; myPerspectives Plus: Academic Vocabulary and Word Study</i></p>