

## A Correlation of



**Grade 7 ©2017**

To the

# **New Jersey Units of Study Student Learning Objectives**

A Correlation of myPerspectives, ©2017, Grade 7  
To the New Jersey Units of Study, Student Learning Objectives

## Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of New Jersey Units of Study, Student Learning Objectives. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number. Selection titles in bold are selections that are also used in the New Jersey Units of Study.

*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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NJSLs	Student Learning Objectives	myPerspectives Grade 7
<b>Reading Literature</b>		
RL 7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s)	<p>SE/TE: "Mother to Son" / "To James," 100; A Christmas Carol: Scrooge and Marley, Act II, 292; Scrooge, 301; "He—y, Come On Ou—t!" 426-427; "The Circuit," 476.</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p>Additional Resources SE/TE: "Two Kinds," 26; "Thank You, M'am," 321; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 410; Other Resources: Common Core Companion, 2-3, 9</p>
RL 7.1	Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s)	<p>SE/TE: "Mother to Son" / "To James," 100; A Christmas Carol: Scrooge and Marley, Act II, 292; Scrooge, 301; "He—y, Come On Ou—t!" 426-427; "The Circuit," 476.</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p>Additional Resources SE/TE: "Two Kinds," 26; "Thank You, M'am," 321; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 410; Other Resources: Common Core Companion, 2-3, 9</p>
RL 7.2	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>SE/TE: [Theme] "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 410; The Grapes of Wrath, 463; The Circuit," 477; [Summary] "Dark They Were, and Golden-Eyed, 141; Other Resources: Common Core Companion, 15-16</p>

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RL 7.3	Analyze how particular elements of a story interact (e.g., how setting shapes the characters) in 7th grade text(s).	SE/TE: "The Last Dog," 197; A Christmas Carol: Scrooge and Marley, Act I, 261; A Christmas Carol: Scrooge and Marley, Act II, 293; "Thank You, M'am," 321; from The Grapes of Wrath, 463  Additional Resources Other Resources: Common Core Companion, 28–29; 35
RL 7.4	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	SE/TE: "A Simple Act," 32, 39; from "An Invisible Thread," 42, 47, 51; from Mom & Me & Mom / "Learning to Love My Mother," 84–85; "The Dust Bowl," 452; from The Grapes of Wrath, 456; Other Resources: Common Core Companion. 74-75
RL 7.5	Analyze how a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	SE/TE: A Christmas Carol: Scrooge and Marley, Act I, 261; A Christmas Carol: Scrooge and Marley, 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
RL 7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a 7th grade 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  Additional Resources Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization
RL 7.7	Compare and contrast a written story to its audio, filmed, staged, or multimedia	SE/TE: "Dark They Were, and Golden-Eyed" (short story) / "Dark They Were, and Golden-Eyed" (radio play), 150–151; A Christmas Carol / Scrooge, 302–303; Other Resources: Common Core Companion, 74–75

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<b>Reading Informational Text</b>		
RI 7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s)	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 67; from Mom &amp; Me &amp; Mom, 78; from An American Childhood, 329; from The Story of My Life, 510</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p> <p>Additional Resources Other Resources: Common Core Companion, 96–97; 103</p>
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 An American Childhood, 329; from Silent Spring, 367; [Summary] Unit Introductions, 8, 122, 230, 358, 448</p> <p>Additional Resources 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).</p>
RI 7.3	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>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 67; from An American Childhood, 329</p> <p>Other Resources: Common Core Companion, 122–123</p>

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RI 7.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Determine the meaning of words and phrases as they are used in a 7th grade text and analyze the impact of a specific word choice on meaning and tone</p>	<p>SE/TE: "A Simple Act," 39; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 209; from Silent Spring, 367; "A Work in Progress," 501; from The Story of My Life, 509, 510</p> <p>Additional Resources</p> <p>Other Resources: Common Core Companion, 129-130; 136</p>
RI 7.5	<p>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>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>Additional Resources</p> <p>Other Resources: Common Core Companion, 142-143</p>
RI 7.6	<p>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>SE/TE: "A Simple Act," 39; from An Invisible Thread, 47; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 209; "A Work in Progress," 500; from The Story of My Life, 510</p> <p>Additional Resources</p> <p>Other Resources: Common Core Companion, 149-150; 156</p>
RI 7.7	<p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p>	<p>SE/TE: from Mom &amp; Me &amp; Mom / "Learning to Love My Mother," 84-85; Nobel Speech (text) / Nobel Speech (video), 390-391; from The Story of My Life / "How Helen Keller Learned to Talk," 516-517;</p> <p>Other Resources: Common Core Companion, 162-163</p>

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<b>NJSLS</b>	<b>Student Learning Objectives</b>	<b>myPerspectives Grade 7</b>
RI 7.9	<p>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>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>SE/TE: "A Simple Act" / from <i>An Invisible Thread</i>, 50; from <i>Mom &amp; Me &amp; 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: <i>Common Core Companion</i>, 176–177</p> <p><i>SE/TE: from The Grapes of Wrath</i>, 463; "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i>, 466–467; Other Resources: <i>Common Core Companion</i>, 81–82</p>

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<b>Writing</b>		
W 7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p>d.) Establish and maintain a formal style.</p> <p>e.) Provide a concluding statement or section that follows from and supports the argument presented.</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 The Grapes of Wrath, 466–467</p> <p>Additional Resources</p> <p>SE/TE: "Danger! This Mission to Mars Could Bore You to Death!" 162; Silent Spring, 370; Performance-Based Assessment, Unit 2: 219–220, Unit 4: 437–438; Other Resources: Common Core Companion, 191–201</p> <p><b>W.7.1.a</b> SE/TE: Whole-Class Performance Tasks, 164–166; 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from The Grapes of Wrath, 466–467; Other Resources: Interactive Writing Lessons: Argumentative Writing—Middle School</p> <p><b>W.7.1.b</b> SE/TE: Whole-Class Performance Task, 165; Nobel Speech (text) / Nobel Speech (video), 390–391; Unit 4: 392–394; “Surviving the Dust Bowl” / from The Grapes of Wrath, 466–467; Other Resources: Interactive Research Lessons: Sources and Evidence—Middle School</p> <p><b>W.7.1.c</b> SE/TE: Whole-Class Performance Tasks, 166, 396; Nobel Speech (text) / Nobel Speech (video), 391</p> <p><b>W.7.1.d</b> SE/TE: Whole-Class Performance Tasks, 168–169, 394; Other Resources: Common Core Companion: 196</p> <p><b>W.7.1.e</b> SE/TE: Whole-Class Performance Tasks, 166, 396; “The Dust Bowl”/ from The Grapes of Wrath, 467; Other Resources: Common Core Companion: 197</p>



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W 7.2	<p>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>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</p> <p>b.) Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d.) Use precise language and domain-specific vocabulary to inform about or explain a topic.</p> <p>e.) Maintain a formal style.</p> <p>f.) Provide a concluding statement that follows from and supports the information or explanation presented.</p>	<p>SE/TE: "Learning to Love My Mother," 84-85; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 211; Scrooge, 302-303; Whole-Class Performance Tasks, 304-309, 482-486; "The Circuit," 480</p> <p>Additional Resources</p> <p>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</p> <p><b>W.7.2.a</b> SE/TE: Whole-Class Performance Tasks, 305-306, 483-484; Small-Group Performance Task, 340-341; "Eagle Tracking at Follensby Pond," 419; The Story of My Life / "How Helen Keller Learned to Talk," 517</p> <p><b>W.7.2.b</b> SE/TE: from An Invisible Thread, 50-51; A Christmas Carol: Scrooge and Marley, Act II, 296; Whole-Class Performance Tasks, 305, 483-484; "Eagle Tracking at Follensby Pond," 419</p> <p><b>W.7.2.c</b> SE/TE: from An Invisible Thread, 51; "Learning to Love My Mother," 85; "Dark They Were, and Golden-Eyed," 151; Whole-Class Performance Tasks, 306, 484</p> <p><b>W.7.2.d</b> SE/TE: Scrooge, 303; Whole-Class Performance Tasks, 307-308, 483 Other Resources: Common Core Companion: 207</p> <p><b>W.7.2.e</b> SE/TE: A Christmas Carol: Scrooge and Marley, Act II, 296; Whole-Class Performance Task, 309, 486; Other Resources: Common Core Companion: 207</p> <p><b>W.7.2.f</b> SE/TE: "Dark They Were, and Golden-Eyed," 151; Whole-Class Performance Tasks, 308, 484, 486; Other Resources: Common Core Companion: 208</p>

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W 7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.</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.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</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>d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e.) Provide a conclusion that follows from and reflects on the narrated experiences</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>Additional Resources SE/TE: “Two Kinds,” 30; Other Resources: Common Core Companion: 214–224</p> <p><b>W.7.3.a</b> 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><b>W.7.3.b</b> 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> <p><b>W.7.3.c</b> SE/TE: Whole-Class Performance Task, 54; “Thank You, M’am,” 323; Other Resources: Common Core Companion: 218</p> <p><b>W.7.3.d</b> 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><b>W.7.3.e</b> 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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W 7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: Scrooge, 303; Whole-Class Performance Tasks, 52–57, 164–169, 304–309, 392–397, 482–487  Additional Resources Other Resources: Common Core Companion, 225–226; Performance-Based Assessments: 348, 438, 536
W 7.5	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.	SE/TE: “Mother to Son” / “To James,” 103; “He—y, Come On Ou—t!” 429; Whole-Class Performance Tasks, 52–57, 164–169, 304–309, 392–397, 482–487
W 7.6	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.	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
W 7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SE/TE: A Christmas Carol: Scrooge and Marley, 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  Additional Resources Other Resources: Common Core Companion, 258–259; 262

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W 7.8	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.	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; 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  Additional Resources Other Resources: Common Core Companion, 265–278
W 7.9	Draw evidence from informational text(s) to support analysis, reflection, and research	SE/TE: Performance Task, 304–309; from <i>Silent Spring</i> , 370; Performance Task, 392–397; "The Circuit," 480; Performance Task, 482–487 Additional Resources SE/TE: "Two Kinds," 30; Performance Task, 164–169; "Thank You, M'am," 323
W 7.10	Write routinely over an 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.	SE/TE: Whole-Class Performance Tasks, 52, 164, 304, 392, 482; Performance-Based Assessments, 112, 220, 348, 438, 536; "The Last Dog," 199  Other Resources: Common Core Companion, 287–296

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<b>Speaking &amp; Listening</b>		
SL 7.1	<p>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> <p>a.)Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>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> <p>d.)When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views</p>	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 69; from Mom &amp; Me &amp; Mom, 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>Additional Resources 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</p> <p><b>SL.7.1.a</b> SE/TE: "Mother-Daughter Drawings," 93; Small-Group Performance Tasks, 104–105, 430–431, 529; Other Resources: Common Core Companion, 298–303</p> <p><b>SL.7.1.b</b> SE/TE: Small-Group Performance Task, 104; from An American Childhood, 331; "A Work in Progress," 503; Working as a Team, 60, 172, 312, 400, 490; Other Resources: Common Core Companion, 298–303</p> <p><b>SL.7.1.c</b> SE/TE: "Tutors Teach Seniors New High Tech Tricks," 69; from An American Childhood: 331; Other Resources: Common Core Companion, 298–303</p> <p>In addition, students address this standard in the Unit Introduction Launch Activity features and in Small Group Learning Working as a Team features.</p> <p><b>SL.7.1.d</b> SE/TE: "Thank You, M'am," 323; from An American Childhood, 33; Other Resources: Common Core Companion, 298–303</p>

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SL 7.2	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.	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  Additional Resources SE/TE: "Learning to Love My Mother," 83; "Eagle Tracking at Follensby Pond," 418; Other Resources: Common Core Companion: 305–306
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.	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
SL 7.4	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.	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  Additional Resources 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

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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>Additional Resources 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</p>
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE/TE: Performance Tasks: 341, 529; Other Resources: myPerspectives+: Conversations and Discussions—Middle School: Group Discussions—Skills and Guidelines; Common Core Companion: 325–326, 329

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<b>Language</b>		
L 7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>SE/TE: from Silent Spring, 369–370; Whole-Class Performance Tasks: 167–169; 395–397 Additional Resources 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 &amp; Me &amp; 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</p> <p><b>L.7.1.a</b> SE/TE: from Mom &amp; Me &amp; Mom, 79; "Thank You, M'am," 322; Nobel Speech, 385; Other Resources: Common Core Companion, 333–334; myPerspectives+, Interactive Grammar Practice Lessons—Clauses: Main, Subordinate, and Relative</p> <p><b>L.7.1.b</b> SE/TE: "The Last Dog," 188; A Christmas Carol: Scrooge and Marley, Act II, 295; Whole-Class Performance Task, 307; Other Resources: Common Core Companion, 335–336; myPerspectives+, Interactive Grammar Practice Lessons—Sentences: Complex and Compound-Complex</p> <p><b>L.7.1.c</b> SE/TE: from An American Childhood, 330; Whole-Class Performance Task, 395; from The Story of My Life, 511; Other Resources: Common Core Companion, 337–338; myPerspectives+, Interactive Grammar Practice Lessons—Modifiers: Misplaced and Dangling</p>



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L 7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use a comma to separate coordinate adjectives.</p> <p>b) Spell correctly.</p>	<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>Additional Resources SE/TE: “Two Kinds,” 29; from An Invisible Thread, 51; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 210; Scrooge, 303; from An American Childhood, 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; Grammar Handbook, R64–R66</p> <p><b>L.7.2.a</b> SE/TE: from An Invisible Thread, 49; “The Circuit,” 479; Whole-Class Performance Tasks, 56, 485; Other Resources: myPerspectives+, Interactive Grammar Practice Lessons—Punctuation: Commas to Separate Items in Series and Coordinate Adjectives</p> <p><b>L.7.2.b</b> SE/TE: Whole-Class Performance Tasks: 397, 487; Grammar Handbook, R65–R66; Other Resources: Common Core Companion, 341–342; myPerspectives+, Interactive Grammar Practice Lessons—Nouns: Singular and Plural</p>
L 7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>SE/TE: Whole-Class Performance Tasks, 167, 307, 395, 485</p> <p>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.</p> <p><b>L.7.3.a</b> 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>Additional Resources SE/TE: Whole-Class Performance Task, Unit 2: 167</p>

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Grade 7**

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L 7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <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>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>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 62; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 208; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; Other Resources: Common Core Companion, 345–352</p> <p>Students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p> <p><b>L.7.4.a</b> SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 62; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 174; “Thank You, M’am,” 314; “He—y, Come On Ou—t!,” 420; Other Resources: Common Core Companion, 345–346</p> <p><b>L.7.4.b</b> SE/TE: “Two Kinds,” 28; A Christmas Carol: Scrooge and Marley, Act II, 294; “He—y, Come On Ou—t!” 426; The Story of My Life, 509 ; Other Resources: Common Core Companion, 347–348</p> <p><b>L.7.4.c</b> SE/TE: “Dark They Were, and Golden-Eyed,” 144; Whole-Class Performance Task, 397; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; The Grapes of Wrath, 464–465; Other Resources: Common Core Companion, 349–350</p> <p><b>L.7.4.d</b> SE/TE: from Mom &amp; Me &amp; Mom, 77; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; “Thank You, M’am,” 320; from An American Childhood, 328; Other Resources: Common Core Companion, 351–352</p>

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L 7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>SE/TE: from An Invisible Thread, 48; "Dark They Were, and Golden-Eyed," 143, 144; "The Last Dog," 196; Other Resources: Common Core Companion Workbook, 353–358</p> <p>Additional Resources SE/TE: Mom &amp; Me &amp; Mom, 70; "Mother to Son" / "To James," 100; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity," 204; A Christmas Carol: Scrooge and Marley, Act II, 294; An American Childhood, 328; Nobel Speech, 380; "Turtle Watchers" / "'Nature' is what We see—" / The Sparrow," 404; The Story of My Life, 507; Literary Handbook, R45–R49</p> <p><b>L.7.5.a</b> SE/TE: "Dark They Were, and Golden-Eyed," 143; "The Last Dog," 196; Nobel Speech, 380; The Story of My Life, 507; Other Resources: Common Core Companion, 353–354</p> <p><b>L.7.5.b</b> SE/TE: "Two Kinds," 28; from An Invisible Thread, 48; from An American Childhood, 324; from Silent Spring, 368; Other Resources: Common Core Companion, 355–356</p> <p><b>L.7.5.c</b> SE/TE: "A Simple Act," 39; "Mother to Son" / "To James," 100; "Dark They Were, and Golden-Eyed," 144; Silent Spring, 367; Other Resources: Common Core Companion, 357–358</p>
L 7.6	<p>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>SE/TE: Unit Introductions, 5, 119, 227; from An American Childhood, 324/328; Other Resources: Common Core Companion, 359–360</p> <p>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.</p>