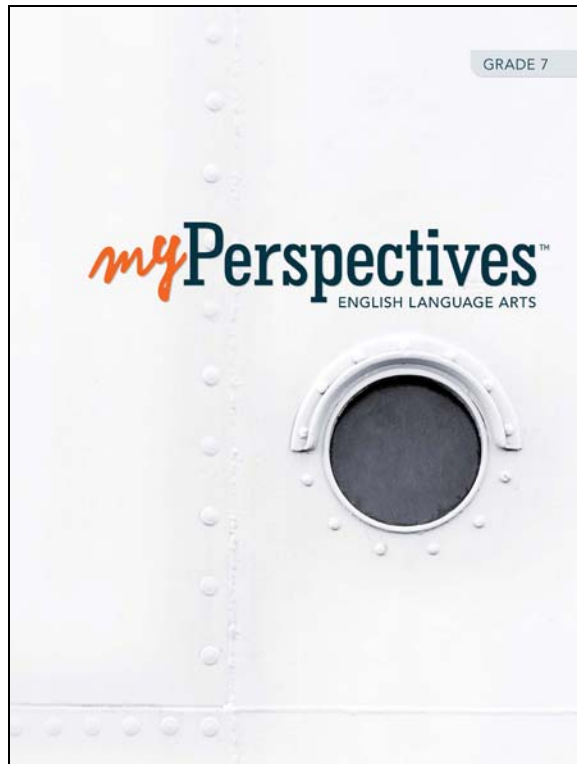


## A Correlation of



**Grade 7, ©2017**

**To the**

# **New York State P-12 Common Core Learning Standards For English Language Arts & Literacy**



# A Correlation of *myPerspectives*, Grade 7, ©2017 to the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number.

*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 Standards for Literature	
<i>Key Ideas and Details</i>	
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> "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>
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><b>SE/TE: [Theme]</b> "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 410; <i>The Grapes of Wrath</i>, 463; "The Circuit," 477; <b>[Summary]</b> "Dark They Were, and Golden-Eyed," 141; <b>Other Resources:</b> <i>Common Core Companion</i>, 15-16</p>
<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>SE/TE:</b> "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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<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p><b>SE/TE:</b> "Mother to Son" / "To James," 100, 102; "Dark They Were, and Golden-Eyed," 143; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 410; <b>Other Resources:</b> Common Core Companion, 41–42</p> <p><u>Additional Resources</u>  <i>Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme</i></p>
<p>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p><b>SE/TE:</b> <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; <b>Other Resources:</b> Common Core Companion, 54–55; myPerspectives+ Reading Skills and Literary Analysis: Reading Drama</p>
<p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>SE/TE:</b> "Two Kinds," 27, 30; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 409; <b>Other Resources:</b> Common Core Companion, 67–68; Reading Skills and Literary Analysis: Point of View</p> <p><u>Additional Resources</u>  <i>Other Resources: myPerspectives+ Reading Skills and Literary Analysis: Character and Characterization</i></p>
<p>a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</p>	<p><b>SE/TE:</b> "Two Kinds," by Amy Tan, 13; Independent Learning: <i>The Grandfather and His Little Grandson</i> by Leo Tolstoy; <i>He—y, Come On Ou—t!</i> by Shinichi Hoshi, 421; <b>Other Resources:</b> <i>Common Core Companion</i>, 88–89</p>

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<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><b>SE/TE:</b> “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; <b>Other Resources:</b> Common Core Companion, 74–75</p>
<p>8. (Not applicable to literature)</p>	<p>Not applicable to literature according to the New York State P-12 Common Core Learning Standards for English Language Arts &amp; Literacy</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><b>SE/TE:</b> from <i>The Grapes of Wrath</i>, 463; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; <b>Other Resources:</b> Common Core Companion, 81–82</p>

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<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i>  <b>SE/TE:</b> “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; Scrooge, 299</p> <p><u><i>Additional Resources</i></u>  <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”;</i> <i>Other Resources: Common Core Companion, 88–89</i></p>
<p><b>Responding to Literature</b></p>	
<p>11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p><b>SE/TE:</b> Comparing Selections: “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; Scrooge, 299</p> <p><b>Other Resources:</b> Common Core Companion, 74–75, 81–82</p>

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a. Self-select text based on personal preferences.	<b>SE/TE:</b> Overview and Independent Learning, 106–107, 108–109 <b>TE only:</b> Independent Learning, 108A–1008F <b>Other Resources:</b> Common Core Companion, 82–83
b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	<b>SE/TE:</b> Overview and Independent Learning, 106–107, 108–109 <b>TE only:</b> Independent Learning, 108A–1008F <b>Other Resources:</b> Common Core Companion, 82–83
Reading Standards for Informational Text 6–12 [RI]	
<i>Key Ideas and Details</i>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 67; from <i>Mom &amp; Me &amp; Mom</i> , 78; from <i>An American Childhood</i> , 329; from <i>The Story of My Life</i> , 510  <i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i>  <u>Additional Resources</u> <i>Other Resources:</i> Common Core Companion, 96–97; 103
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.	<b>SE/TE: [Central Ideas and Their Development]</b> “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; <b>[Summary]</b> Unit Introductions, 8, 122, 230, 358, 448  <u>Additional Resources</u> <i>SE/TE:</i> 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).



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<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>SE/TE:</b> "Tutors Teach Seniors New High-Tech Tricks," 67; from <i>An American Childhood</i>, 329 <b>Other Resources:</b> Common Core Companion, 122–123</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>SE/TE:</b> "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:</i> Common Core Companion, 129–130; 136</p>
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>SE/TE:</b> "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:</i> Common Core Companion, 142–143</p>
<p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><b>SE/TE:</b> "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:</i> Common Core Companion, 149–150; 156</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>SE/TE:</b> from <i>Mom &amp; Me &amp; 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; <b>Other Resources:</b> Common Core Companion, 162–163</p>

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<p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><b>SE/TE:</b> “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; <i>Nobel Speech</i>, 383; <b>Other Resources:</b> Common Core Companion, 169–170</p>
<p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>SE/TE:</b> “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; <b>Other Resources:</b> Common Core Companion, 176–177</p>
<p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 67; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 179; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 209; from <i>An American Childhood</i>, 329; from <i>Silent Spring</i>, 367; Nobel Speech (text) / Nobel Speech (video), 390–391; “A Work in Progress,” 501; from <i>The Story of My Life</i>, 509, 510; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517; Whole-Class Performance Tasks, 164–169, 392–397; Small-Group Performance Tasks, 212–213, 430–431; <b>Other Resources:</b> Common Core Companion, 169–170, 190–201</p>

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<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i>  <b>SE/TE:</b> "A Simple Act," 32; from <i>Mom &amp; Me &amp; 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:</i> "Tutors Teach Seniors New High-Tech Tricks," 63; "Mother-Daughter Drawings," 87; <i>First-Read Guides</i>, 108, 216, 344, 434, 532; <i>Close-Read Guides</i>, 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; <i>Independent-Learning Selections (Digital Only)</i>: "'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>; <i>Other Resources: Common Core Companion</i>, 183–184</p>

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<b>Writing Standards 6–12</b>	
<b>Grade 7 students:</b>	
<i>Text Types and Purposes</i>	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>SE/TE:</b> 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> SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 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</i></p>
<p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><b>SE/TE:</b> 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; <b>Other Resources:</b> Interactive Writing Lessons: Argumentative Writing—Middle School</p> <p><u>Additional Resources</u> SE/TE: “Danger! This Mission to Mars Could Bore You to Death!” 162; <i>Silent Spring</i>, 370; <i>Performance-Based Assessments, 219–220, 437–438; Other Resources: Common Core Companion, 191–201</i></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><b>SE/TE:</b> 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; <b>Other Resources:</b> Interactive Research Lessons: Sources and Evidence—Middle School</p> <p><u>Additional Resources</u> 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, 191–201</i></p>

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c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>SE/TE:</b> Whole-Class Performance Tasks, 166, 396; Nobel Speech (text) / Nobel Speech (video), 391  <i>Additional Resources</i> <i>SE/TE: Unit 4: 394; from Silent Spring, 370; Other Resources: Common Core Companion, 191-201</i>
d. Establish and maintain a formal style.	<b>SE/TE:</b> Whole-Class Performance Tasks, 168–169, 394; <b>Other Resources:</b> Common Core Companion: 196
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Whole-Class Performance Tasks, 166, 396; “The Dust Bowl”/ <i>from The Grapes of Wrath</i> , 467; <b>Other Resources:</b> Common Core Companion: 197
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>SE/TE:</b> “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  <i>Additional Resources</i> <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</i>
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> 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,” 517</i>  <i>Additional Resources</i> <i>SE/TE: “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; A Christmas Carol: Scrooge and Marley, Act II, 296; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 527; Other Resources: Common Core Companion, 202–213</i>

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

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>SE/TE:</b> 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> <i>SE/TE: “Two Kinds,” 30; Other Resources: Common Core Companion: 214–224</i></p>
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><b>SE/TE:</b> “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> <i>Other Resources: Common Core Companion: 214–224</i></p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 53, 55; “Mother to Son” / “To James,” 103; “The Last Dog,” 199; “He—y, Come On Ou—t!” 429; <b>Other Resources:</b> Common Core Companion: 218</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 54; “Thank You, M’am,” 323; <b>Other Resources:</b> Common Core Companion: 218</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>SE/TE:</b> “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> <i>Other Resources: Common Core Companion: 218</i></p>
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 56; “The Last Dog,” 199; “He—y, Come On Ou—t!” 429; <b>Other Resources:</b> Common Core Companion, 220</p>

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<p><i>Production and Distribution of Writing</i></p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>SE/TE:</b> <i>Scrooge</i>, 303; Whole-Class Performance Tasks, 52–57, 164–169, 304–309, 392–397, 482–487</p> <p><u><i>Additional Resources</i></u> <i>Other Resources:</i> <i>Common Core Companion</i>, 225–226; <i>Performance-Based Assessments</i>: 348, 438, 536</p>
<p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 52–57, 164–169, 304–309, 392–397, 482–487; <b>Other Resources:</b> <i>Common Core Companion</i>: 190–296</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 66.)</p>	<p><b>SE/TE:</b> “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</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 309, 392, 397; “Urban Farming Is Growing a Greener Future,” 339; <b>Other Resources:</b> <i>Common Core Companion</i>, 245–246; 252</p>
<p><i>Research to Build and Present Knowledge</i></p>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>SE/TE:</b> <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; <b>Other Resources:</b> myPerspectives+ Interactive Research Lessons: Research Writing-Middle School</p> <p><u><i>Additional Resources</i></u> <i>Other Resources:</i> <i>Common Core Companion</i>, 258–259; 262</p>



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<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> “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; <b>Other Resources:</b> 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</i></p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Performance Task, 304–309; from <i>Silent Spring</i>, 370; Performance Task, 392–397; “The Circuit,” 480; Performance Task, 482–487</p> <p><u>Additional Resources</u> <i>SE/TE: “Two Kinds,” 30; Performance Task, 164–169; “Thank You, M'am,” 323</i></p>
<p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; <i>A Christmas Carol: Scrooge and Marley</i> / from <i>Scrooge</i>, 302–303; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 279–280</i></p>

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<p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><b>SE/TE:</b> “A Simple Act” / from <i>An Invisible Thread</i>, 50–51; from <i>Mom &amp; Me &amp; 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</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion</i>, 283–284</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks, 52, 164, 304, 392, 482; Performance-Based Assessments, 112, 220, 348, 438, 536; “The Last Dog,” 199</p> <p><i>Other Resources: Common Core Companion</i>, 287–296</p>
<b>Responding to Literature</b>	
<p>11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; <i>A Christmas Carol: Scrooge and Marley</i> / from <i>Scrooge</i>, 302–303; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; Whole-Class Performance Tasks, 392–397, 482–487; <b>Other Resources:</b> <i>Common Core Companion</i>, 214–224, 279–284, 298–304</p>
<p>a. Make deliberate, personal, cultural, textual, and thematic connections across genres.</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed” (short story) / “Dark They Were, and Golden-Eyed” (radio play), 150–151; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; <i>A Christmas Carol: Scrooge and Marley</i> / from <i>Scrooge</i>, 302–303; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467; <b>Other Resources:</b> <i>Common Core Companion</i>, 279–284</p>

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<p>b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p><b>SE/TE:</b> 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; <b>Other Resources:</b> Common Core Companion, 214–224</p>
<p><b>Speaking and Listening Standards 6–12</b></p>	
<p><i>Comprehension and Collaboration</i></p>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 69; from <i>Mom &amp; Me &amp; 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:</i> “Thank You, M’am,” 323; from <i>An American Childhood</i>, 331; “A Work in Progress,” 503; Performance Task, 430; from <i>The Story of My Life / “How Helen Keller Learned to Talk,”</i> 517; <i>Other Resources:</i> myPerspectives+, <i>Group Discussions—Skills and Guidelines</i>; <i>Common Core Companion:</i> 298–303</p>
<p>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>	<p><b>SE/TE:</b> “Mother-Daughter Drawings,” 93; Small-Group Performance Tasks, 104–105, 430–431, 529; <b>Other Resources:</b> Common Core Companion, 298–303</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> from <i>An American Childhood</i>, 331; “A Work in Progress,” 503</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SE/TE:</b> 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; <b>Other Resources:</b> Common Core Companion, 298–303</p>

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<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><b>SE/TE:</b> "Tutors Teach Seniors New High Tech Tricks," 69; from <i>An American Childhood</i>: 331; <b>Other Resources:</b> 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><u>Additional Resources</u> SE/TE: "The Circuit," 481; "A Work in Progress," 503</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>SE/TE:</b> "Thank You, M'am," 323; from <i>An American Childhood</i>, 33; <b>Other Resources:</b> Common Core Companion, 298–303</p>
<p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p><b>SE/TE:</b> For related material see: "Mother-Daughter Drawings," 93; Small-Group Performance Tasks, 104–105, 430–431, 529; from <i>An American Childhood</i>, 331; "A Work in Progress," 503; Working as a Team, 60, 172, 312, 400, 490; <b>Other Resources:</b> Common Core Companion, 298–303</p>
<p>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.</p>	<p><b>SE/TE:</b> "Mother-Daughter Drawings," 92; Small-Group Performance Task, 104, 340–341, 430; "Urban Farming Is Growing a Greener Future," 338; <b>Other Resources:</b> Common Core Companion, 305–306</p> <p><u>Additional Resources</u> SE/TE: "Learning to Love My Mother," 83; "Eagle Tracking at Follensby Pond," 418; <i>Other Resources:</i> Common Core Companion: 305–306</p>
<p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively</p>	<p><b>SE/TE:</b> "Tutors Teach Seniors New High Tech Tricks," 69; from <i>An American Childhood</i>: 331; <b>Other Resources:</b> Common Core Companion, 298–303, 316–322</p>

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3. 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> Nobel Speech (video), 389; Nobel Speech (text) / Nobel Speech (video), 390; Small-Group Performance Task, 431 <b>Other Resources:</b> myPerspectives+: Conversations and Discussions—Middle School: Evaluating Presentations; Common Core Companion: 309–310, 314
<i>Presentation of Knowledge and Ideas</i>	
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.	<b>SE/TE:</b> “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  <u>Additional Resources</u> <i>SE/TE:</i> 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; Common Core Companion: 316–317, 320</i>
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>SE/TE:</b> “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  <u>Additional Resources</u> <i>SE/TE:</i> 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; Common Core Companion: 316–317, 320</i>
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 66 for specific expectations.)	<b>SE/TE:</b> Performance Tasks: 341, 529; <b>Other Resources:</b> myPerspectives+: <i>Conversations and Discussions—Middle School: Group Discussions—Skills and Guidelines; Common Core Companion: 325–326, 329</i>

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<b>Language Standards 6–12</b>	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>SE/TE:</b> from <i>Silent Spring</i>, 369–370; Whole-Class Performance Tasks: 167–169; 395–397</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> "Two Kinds," 29, 30; "A Simple Act," 41; from <i>An Invisible Thread</i>, 49, 51; "Tutors Teach Seniors New High-Tech Tricks," 68; from <i>Mom &amp; Me &amp; Mom</i>, 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; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 263; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 295, 296; "Thank You, M'am," 322; <i>An American Childhood</i>, 330; <i>Nobel Speech</i>, 385; "A Work in Progress," 502; <i>The Story of My Life</i>, 511; <i>Whole-Class Performance Task</i>, 307, 309; <i>Grammar Handbook</i>, R57–R63</p>
<p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p><b>SE/TE:</b> from <i>Mom &amp; Me &amp; Mom</i>, 79; "Thank You, M'am," 322; <i>Nobel Speech</i>, 385; <b>Other Resources:</b> <i>Common Core Companion</i>, 333–334; <i>myPerspectives+</i>, <i>Interactive Grammar Practice Lessons—Clauses: Main, Subordinate, and Relative</i></p> <p><u>Additional Resources</u>  <i>SE/TE:</i> from <i>An American Childhood</i>, 330; <i>Grammar Handbook</i>, R58–R59</p>

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<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><b>SE/TE:</b> “The Last Dog,” 188; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 295; Whole-Class Performance Task, 307; <b>Other Resources:</b> Common Core Companion, 335–336; myPerspectives+, Interactive Grammar Practice Lessons—Sentences: Complex and Compound-Complex</p> <p><u>Additional Resources</u> SE/TE: “The Last Dog,” 188; <i>Grammar Handbook</i>, R59</p>
<p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p><b>SE/TE:</b> from <i>An American Childhood</i>, 330; Whole-Class Performance Task, 395; from <i>The Story of My Life</i>, 511; <b>Other Resources:</b> Common Core Companion, 337–338; myPerspectives+, Interactive Grammar Practice Lessons—Modifiers: Misplaced and Dangling</p> <p><u>Additional Resources</u> SE/TE: <i>Grammar Handbook</i>, R58–R59</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SE/TE:</b> “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><u>Additional Resources</u> 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</p>

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<p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	<p><b>SE/TE:</b> from <i>An Invisible Thread</i>, 49; “The Circuit,” 479; Whole-Class Performance Tasks, 56, 485; <b>Other Resources:</b> myPerspectives+, Interactive Grammar Practice Lessons—Punctuation: Commas to Separate Items in Series and Coordinate Adjectives</p> <p><u>Additional Resources</u> SE/TE: <i>Whole-Class Performance Task</i>, 486; <i>Grammar Handbook</i>, R64</p>
<p>b. Spell correctly.</p>	<p><b>SE/TE:</b> Whole-Class Performance Tasks: 397, 487; Grammar Handbook, R65–R66; <b>Other Resources:</b> Common Core Companion, 341–342; myPerspectives+, Interactive Grammar Practice Lessons—Nouns: Singular and Plural</p>
<p><i>Knowledge of Language</i></p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>SE/TE:</b> 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>
<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p><b>SE/TE:</b> “Tutors Teach Seniors New High-Tech Tricks,” 68; “The Last Dog,” 198; Whole-Class Performance Task, Unit 3: 307, Unit 4: 395; <b>Other Resources:</b> Common Core Companion, 343–344</p> <p><u>Additional Resources</u> SE/TE: <i>Whole-Class Performance Task</i>, Unit 2: 167</p>



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<p><i>Vocabulary Acquisition and Use</i></p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p><b>SE/TE:</b> “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; <b>Other Resources:</b> 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 &amp; Me &amp; 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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<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>SE/TE:</b> “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; <b>Other Resources:</b> Common Core Companion, 345–346</p> <p><u>Additional Resources</u> SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 64, 66; “Mother to Son” / “To James,” 94, 97, 100; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 175, 178; “The Last Dog,” 182, 184, 186, 189, 196; “Thank You, M’am,” 316, 320; “He—y, Come On Ou—t!,” 423, 424, 426; “A Work in Progress,” 492, 497, 498, 500; <i>The Story of My Life</i>, 504, 505, 506, 509; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 518, 520, 522, 524</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>	<p><b>SE/TE:</b> “Two Kinds,” 28; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 294; “He—y, Come On Ou—t!” 426; <i>The Story of My Life</i>, 509; <b>Other Resources:</b> Common Core Companion, 347–348</p> <p><u>Additional Resources</u> SE/TE: <i>from An Invisible Thread</i>, 48; “Tutors Teach Seniors New High-Tech Tricks,” 66; <i>from Mom &amp; Me &amp; Mom</i>, 77; “Danger! This Mission to Mars Could Bore You to Death!” 160; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; “The Last Dog,” 196; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 262; <i>from An American Childhood</i>, 328; <i>Nobel Speech</i>, 384; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 408; “A Work in Progress,” 500; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524; <i>Unit Introduction</i>, Unit 1: 5, Unit 2: 119, Unit 3: 227, Unit 4: 355, Unit 5: 445</p>

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<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed,” 144; Whole-Class Performance Task, 397; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 402; <i>The Grapes of Wrath</i>, 464–465; <b>Other Resources:</b> Common Core Companion, 349–350</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> “Tutors Teach Seniors New High-Tech Tricks,” 66; <i>Mom &amp; Me &amp; Mom</i>, 77; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity,” 208; <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 262; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 294; “Thank You, M’am,” 320; “Turtle Watchers” / “‘Nature’ is what We see—” / “The Sparrow,” 404, 405, 406, 408; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 524</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><b>SE/TE:</b> from <i>Mom &amp; Me &amp; Mom</i>, 77; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 178; “Thank You, M’am,” 320; from <i>An American Childhood</i>, 328; <b>Other Resources:</b> Common Core Companion, 351–352</p> <p><u>Additional Resources</u>  <i>SE/TE:</i> <i>A Christmas Carol: Scrooge and Marley, Act I</i>, 244; “Turtle Watchers” / “‘Nature’ is what We see—” / <i>The Sparrow</i>, 406; “A Work in Progress,” 497, 498</p>

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<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>SE/TE:</b> from <i>An Invisible Thread</i>, 48; “Dark They Were, and Golden-Eyed,” 143, 144; “The Last Dog,” 196; <b>Other Resources:</b> Common Core Companion Workbook, 353–358</p> <p><u>Additional Resources</u>  <i>SE/TE: Mom &amp; Me &amp; 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; Nobel Speech, 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</p>
<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><b>SE/TE:</b> “Dark They Were, and Golden-Eyed,” 143; “The Last Dog,” 196; Nobel Speech, 380; <i>The Story of My Life</i>, 507; <b>Other Resources:</b> 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</p>
<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><b>SE/TE:</b> “Two Kinds,” 28; from <i>An Invisible Thread</i>, 48; from <i>An American Childhood</i>, 324; from <i>Silent Spring</i>, 368;  <b>Other Resources:</b> Common Core Companion, 355–356</p> <p><u>Additional Resources</u>  <i>SE/TE: Mom &amp; Me &amp; Mom</i>, 70; “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</p>

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<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><b>SE/TE:</b> "A Simple Act," 39; "Mother to Son" / "To James," 100; "Dark They Were, and Golden-Eyed," 144; <i>Silent Spring</i>, 367; <b>Other Resources:</b> Common Core Companion, 357–358</p> <p><u>Additional Resources</u> SE/TE: "Turtle Watchers" / "'Nature' is what We see—" / <i>The Sparrow</i>," 410; <i>The Story of My Life</i>, 510</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>SE/TE:</b> Unit Introductions, 5, 119, 227; from <i>An American Childhood</i>, 324/328; <b>Other Resources:</b> 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> SE/TE: <i>Unit Goals, Unit 4:</i> 354, <i>Unit 5:</i> 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; <i>Scrooge</i>, 298, 301; "Eagle Tracking at Follensby Pond," 412, 418; "Surviving the Dust Bowl," 452, 455; "How Helen Keller Learned to Talk," 512, 515</p>