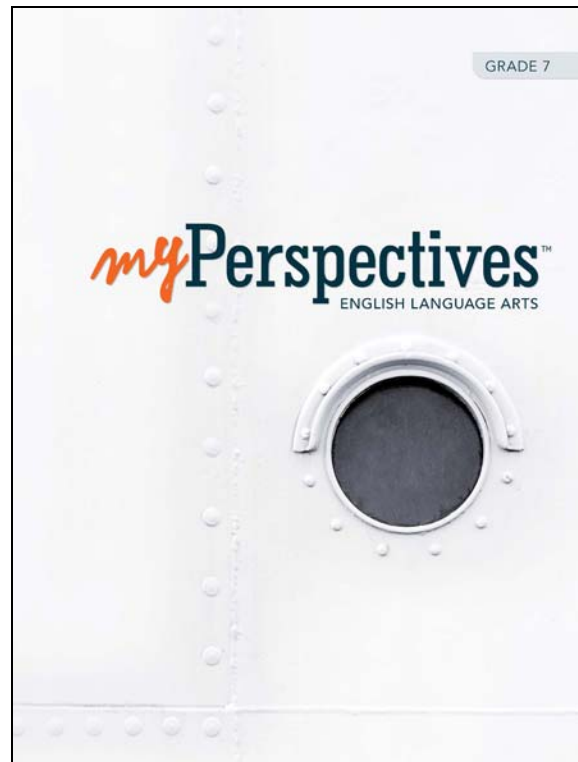


A Correlation of



Grade 7, ©2017

To the

**The College Board
Redesigned SAT[®]
Grade 7**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the Reading, Writing and Language and Essay Domains of The College Board Redesigned SAT®. Correlation references are to the Student Edition and Teacher’s Edition and are cited by unit and 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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Table of Contents

SAT READING DOMAIN.....	4
SAT WRITING AND LANGUAGE DOMAIN	10
SAT ESSAY DOMAIN (PROVISIONAL)	17

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SAT READING DOMAIN	
Text Complexity	
The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	<p>At the 7th grade level, myPerspectives contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p>TE only: Personalize for Learning: U1: 12C; U2: 174C; Teaching: U2: 127-140; U5: 469-474; Facilitating: U3: 315-318; U4: 421-424</p>
Information and Ideas	
These questions focus on the informational content of text.	<p>SE/TE: Cite Textual Evidence, U1: 38, 39, 46, 47, 66, 67, 78; U2: 158, 159, 178, 179, 202, 208, 209; U3: 329, 338; U4: 366, 367, 382, 383; U5: 509, 510, 515, 524</p> <p>TE only: Conclude, U1: 33, 63, 72, 74, 81, 87, 88; U2: 147, 155, 201, 206; U3: 333, 334, 336; U4: 364, 376, 413, 415, 416 U5: 453, 519; Challenge, U1: 35; Draw Conclusions, U1: 44</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p>

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Reading closely	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	SE/TE: Analyzing the Text/Media, U1: 38, 39, 46, 47, 66, 67, 78; U2: 158, 159, 178, 179, 202, 208, 209; U3: 329, 338; U4: 366, 367, 382, 383; U5: 509, 510, 515, 524
Determining explicit meanings	
The student will identify information and ideas explicitly stated in text.	SE/TE: Development of Central Ideas, U1: 67; Development of Ideas: Text Structure, 179; Practice, U2: 329; U3: 367 In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections. SE/TE: U1: 45; U2: 157, 327; U3: 381; U5: 523
Determining implicit meanings	
The student will draw reasonable inferences and logical conclusions from text.	SE/TE: Infer Point of View, U3: 318; Conclude U1: 14, 15, 17, 19, 20, 22; U2: 129, 130, 132, 134, 137, 139; U3: 236, 238, 241, 242, 245, 251, 270, 289 TE only: Conclude, U1: 13, 18, 24, 72, 96, 98; U2: 128, 131, 136, 140, 183, 185, 191, 193; U3: 247, 252, 258, 269, 285, 286, 290, 315, 317, 318, 326; U4: 404, 421; U5: 469, 474, 493, 494, 507, 513
Using analogical reasoning	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	SE/TE: Research to Explore, U1: 25; Research to Clarify, U3: 319; Essential Question, U1: 26, 38, 46, 66, 92; U2: 328, 338; U4: 366, 382, 408; U5: 462, 476, 500, 509
Citing textual evidence	
The student will cite the textual evidence that best supports a given claim or point.	SE/TE: Analyzing the Text/Media, U1: 38, 39, 46, 47, 66, 67, 77; U2: 158, 159, 178, 179, 202, 208, 209; U3: 260, 292, 320, 338; U4: 366, 367, 382, 383, 408, 418, 426; U5: 455, 462, 476, 500, 509, 515, 524

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Determining central ideas and themes	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	SE/TE: Determine Theme, U5: 477; Analyze Craft and Structure: Development of Central Ideas, U1: 67; Analyze Interactions, U1: 78; Analyze Word Choice: Imagery, U4: 367; Notebook, U1: 76; U2: 177; U4: 366 TE only: Informative Essay Model, U3: 228
Summarizing	
The student will identify a reasonable summary of a text or of key information and ideas in text.	SE/TE: Summary, U2: 122; U3: 230; U4: 358; U5: 448; Notebook, U1: 37, 45, 65, 76; U2: 177, 207; U3: 327; U4: 365, 381, 417
Understanding relationships	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	SE/TE: Analyze Cause and Effect, U1: 26; Elements of a Short Story: Plot, U3: 321; Essential Question, U3: 260; Whole-Class Performance Task: Elements of a Cause-and-Effect Essay, U3: 304; Prepare to Compare, U3: 302 TE only: Analyze Plot, U2: 136, 140, 193; U3: 315
Interpreting words and phrases in context	
The student will determine the meaning of words and phrases in context.	SE/TE: Context Clues, U1: 62, 77, 94; U2: 174, 182; U3: 314; U4: 420; U5: 492, 504, 518; also see: Word Network, U1: 7; U2: 121; U3: 229; U4: 357; U5: 447 TE only: Concept Vocabulary, U1: 71, 97; U2: 175, 184, 186, 189, 205; U3: 316, 338; U4: 423, 424; Vocabulary Development, U1: 34, 44, 70; Technical Vocabulary, U3: 325
Rhetoric	
These questions focus on the rhetorical analysis of text.	SE/TE: Students can focus on the rhetorical analysis of the text with the following: Nobel Speech by Al Gore, U4: 386–391; Performance Task: Write and Argument, U4: 392–397 TE only: Nobel Speech Planning page, U3: 286A; Digital Speech, U5: 528

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Analyzing word choice	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	SE/TE: Analyze Word Choice: Imagery, U3: 367; U5: 465; Humorous Writing, U5: 501; Author's Style: Diction and Tone, U4: 410; Concept Vocabulary, U1: 32, 40, 48, 62, 66, 70, 77, 94; U2: 152, 160, 174, 178, 204; U3: 332, 338; U4: 362, 368, 372, 384, 389; U5: 504, 518, 524
Analyzing text structure	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	SE/TE: Analyze Craft and Structure (examples), U1: 27, 39, 47, 67; U2: 143, 179, 197, 208; U3: 261, 321; U4: 367, 409; U5: 463, 502
Analyzing overall text structure	
The student will describe the overall structure of a text.	SE/TE: Analyze Craft and Structure: Development of Central Ideas, U1: 67; Analyze Structure: Expository Writing, U2: 159; Development of Ideas: Text Structure, U2: 179; Biographical Writing, U5: 525; Persuasive Speech, U4: 383; Analyze Craft and Structure: Evaluate Argument and Claims, U2: 209
Analyzing part-whole relationships	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	SE/TE: Analyze Craft and Structure: Expository Writing, U2: 159; Development of Ideas: Text Structure, U2: 179; Analyze Structure: Biographical Writing, U5: 525; Persuasive Speech, U4: 383; Analyze Craft and Structure: Dialogue in Drama, U3: 261; Stage Directions, U3: 293; Analyze Poetic Form: Lyric Poetry, U4: 409 TE only: Launch Text: Informational Model, U3: 228; Argument Model, U4: 356; Informative Essay Model, U3: 228

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Analyzing point of view	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	SE/TE: Author’s Point of View, U1: 39; Analyze Craft and Structure: Narrative Point of View, U1: 47; Determine Author’s Purpose, U2: 179; Analyze Word Choice: Humorous Writing, U5: 501; Evaluate Argument and Claims, U2: 209; Determine Author’s Purpose: Autobiographical Writing, U5: 510 TE only: Analyze Author’s Viewpoint, U4: 364
Analyzing purpose	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	SE/TE: Determine Author’s Purpose, U2: 179; Evaluate Argument and Claims, U2: 209; Determine Author’s Purpose: Autobiographical Writing, U5: 510
Analyzing arguments	
These questions focus on analyzing arguments for their content and structure.	SE/TE: Analyze Craft and Structure: Evaluate Argument and Claims, U2: 209; Evaluate an Argument: Persuasive Speech, U3: 383; Academic Vocabulary: Argument, U4: 355; Summary, U4: 358; Whole-Class Performance Tasks, U2: 164–166; U4: 392–394 TE only: Launch Text: Argument Model, U4: 356
Analyzing claims and counterclaims	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	SE/TE: Analyze Craft and Structure: Evaluate Argument and Claims, U2: 209; Evaluate an Argument: Persuasive Speech, U3: 383; Academic Vocabulary: Argument, U4: 355; Nobel Speech (text), / Nobel Speech (video), U4: 390–391 TE only: Launch Text: Argument Model, U4: 356
Assessing reasoning	
The student will assess an author’s reasoning for soundness.	SE/TE: Analyze Craft and Structure: Evaluate Argument and Claims, U2: 209; Evaluate an Argument: Persuasive Speech, U3: 383; Nobel Speech (text), / Nobel Speech (video), U4: 390–391 TE only: Launch Text: Argument Model, U4: 356

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Analyzing evidence	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	SE/TE: Analyze Craft and Structure: Evaluate Argument and Claims, U2: 209; Evaluate an Argument: Persuasive Speech, U3: 383; Academic Vocabulary: Argument, U4: 355; Summary, U4: 358; Whole-Class Performance Tasks, U2: 164–166; U4: 392–394; Nobel Speech (text), / Nobel Speech (video), U4: 390–391 TE only: Launch Text: Argument Model, U4: 356
Synthesis	
These questions focus on synthesizing multiple sources of information.	SE/TE: Research to Clarify & Research to Explore, U1: 25, 37, 45, 65; U2: 141; U3: 319, 327; U4: 425; U5: 454, 461, 523; Whole Class Learning: Compare Texts, U1: “A Simple Act,” 33–42 & from An Invisible Thread, 43–51; U4: Nobel Speech (text), / Nobel Speech (video), 387–391; U5: from The Story of My Life, 505–512 & “How Helen Keller Learned to Talk,” 513–517
Analyzing multiple texts	
The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)	SE/TE: Whole Class Learning: Compare Texts, U1: “A Simple Act,” U1: 33–42 & from An Invisible Thread, 43–51; U2: “Dark They Were, and Golden-Eyed,” 127–146 & “Dark They Were, and Golden-Eyed,” 147–152; U5: from The Story of My Life, 505–512 & “How Helen Keller Learned to Talk,” 513–517
Analyzing quantitative information	
The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.	SE/TE: Word Network Chart, U3: 229; Photo Essay, U3: 333–338; U4: 412–418; Research to Clarify & Research to Explore, U1: 25, 37, 45, 65; U2: 141; U3: 319, 327; U4: 425; U5: 454, 461, 523

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SAT WRITING AND LANGUAGE DOMAIN	
Text Complexity	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	At the 7th grade level, in myPerspectives, several opportunities for evidence- based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text. Performance Task: Write and Argument, U2: 164–169; Performance Task: Write an Explanatory Essay, U3: 304–309; Write an Informative Essay, U5: 482–487; Writing to Compare: Explanatory Essay, U1: 51, U3: 296
Expression of Ideas	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	SE/TE: Writing to Compare, U1: 51; U2: 151; U3: 296, 303; Performance Task: Write an Argument: Editorial, U1: 164–169; Write an Informative Essay, U3: 304–309; Write an Argument, U4: 392–397; Write an Explanatory Essay, U5: 482–487
Development	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	SE/TE: Performance Task: Write an Argument: Editorial, U1: 164–169; Write an Informative Essay, U3: 304–309; Write an Argument, U4: 392–397; Write an Explanatory Essay, U5: 482–487
Proposition	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	SE/TE: Writing to Compare, U2: 151, U3: 303; U4: 391; Writing to Sources: Argument, U4: 370; Whole-Class Performance Task: Prewriting/Planning, U2: 165; U4: 393; Organize Your Ideas, U2: 213; Whole-Class Performance Task: Elements of a Cause-and-Effect Essay, U3: 304; Drafting, U3: 306; Write an Explanatory Essay U5: 483, 484, 486

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Support	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	SE/TE: Whole-Class Performance Task: Elements of a Cause-and-Effect Essay, U3: U3: 304; Drafting, U3: 306; Write an Informative Essay U5: 483, 484, 486; Small-Group Performance Task: U3: 340; Essay, U5: 467; Writing to Sources: Explanatory Essay, U5: 480
Focus	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	SE/TE: Whole-Class Performance Task: Revise Sentences, U3: 307; Revising for Evidence and Elaboration, U5: 486; Essay, U5: 467; Writing to Sources: Explanatory Essay, U3: 296
Quantitative information	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	SE/TE: Whole-Class Performance Task: Revise Sentences, U3: 307; Revising for Evidence and Elaboration, U5: 486; Essay, U5: 467; Writing to Sources: Explanatory Essay, U3: 296
Organization	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	SE/TE: Writing to Sources: Blog Post, U2: 162; Edit for Conventions, U2: 169; Writing to Sources: Explanatory Essay, U3: 296; Whole-Class Performance Task: Drafting, U3: 306; Revising for Evidence and Elaboration, U5: 486
Logical sequence	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	SE/TE: Writing to Sources: Explanatory Essay, U3: 296; Whole-Class Performance Task: Drafting, U3: 306; Revising for Evidence and Elaboration, U5: 486
Introductions, conclusions, and transitions	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	SE/TE: Whole-Class Performance Task: Transitions, U3: 308; Small-Group Performance Task: Organize Your Ideas, U3: 340; Writing to Sources: Explanatory Essay, U3: 296

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Effective language use	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	SE/TE: Whole-Class Performance Task: Revise Sentences, U3: 307; Revising for Evidence and Elaboration, U5: 486; Essay, 467; Whole-Class Performance Task: Clearly Connect Your Ideas, U2: 166; Use Transitions, U4: 396
Precision	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	SE/TE: Whole-Class Performance Task: Clearly Connect Your Ideas, U2: 166; Revise Sentences, U3: 307; Use Transitions, U4: 396; Revising for Evidence and Elaboration, U5: 486; Small-Group Performance Task: 213; Draft, U3: 303; Writing to Sources: Explanatory Essay, U3: 296
Concision	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	SE/TE: Whole-Class Performance Task: Revise Sentences, U3: 307; Revising for Evidence and Elaboration, U5: 486; Essay, U5: 467; Writing to Sources: Explanatory Essay, U3: 296
Style and tone	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	SE/TE: Writing to Sources: Explanatory Essay, U3: 296; Whole-Class Performance Task: Drafting, U3: 306; Revising for Evidence and Elaboration, U5: 486
Syntax	
The student will use various sentence structures to accomplish needed rhetorical purposes.	SE/TE: Conventions: Sentence Structure, U3: 295; Whole-Class Performance Task: Revise Sentences, U3: 307; Grammar Handbook: Sentence Structure, R59–R60
Standard English Conventions	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Conventions, U1: 29, 41, 49, 68, 79 U2: 145, 161, 180, 198, 210, 263, 295; U3: 322, 330; U4: 369, 385, 428; U5: 479, 501, 511, 526; Grammar Handbook, R57–R66

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Sentence structure	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Grammar Handbook: Sentence Structure, R55
Sentence formation	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	SE/TE: Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Grammar Handbook: Sentence Structure, R59–R60
Sentence boundaries	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	SE/TE: Grammar Handbook: Sentence Structure, R55 TE only: Conventions, 161
Subordination and coordination	
The student will recognize and correct problems in coordination and subordination in sentences.	SE/TE: Sentence Fluency: U4: 395; Sentence Structure, U3: 295; Sentence Types, U2: 210; Grammar Handbook: Sentence Structure, R59–R60
Parallel structure	
The student will recognize and correct problems in parallel structure in sentences.	SE/TE: Close Read, U1: 22; Grammar Handbook: Sentence Structure, R59–R60
Modifier placement	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	SE/TE: Sentence Fluency: Revising Sentences Using Participles, R4: 395; Grammar Handbook: Using Modifiers, R61
Inappropriate shifts in construction	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	SE/TE: Revising for Correct Verb Tense, U2: 167; The Principle Parts of Verbs, U2: 180; Grammar Handbook: Verbs, R57; Using Verbs, R61
Verb tense, mood, and voice	

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The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	SE/TE: Revising for Correct Verb Tense, U2: 167; The Principle Parts of Verbs, U2: 180; Verb Mood, U4: 369, 370; Grammar Handbook: Verbs, R57; Using Verbs, R61
Pronoun person and number	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	SE/TE: Pronouns, U1: 29, 30; Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60
Conventions of Usage	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Conventions, U1: 29, 41, 49, 68, 79 U2: 145, 161, 180, 198, 210, 263, 295; U3: 322, 330; U4: 369, 385, 428; U5: 479, 501, 511, 526; Grammar Handbook, R57–R66
Pronouns	
These questions focus on the proper use of pronouns.	SE/TE: Pronouns, U1: 29, 30; Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60
Pronoun clarity	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	SE/TE: Pronouns, U1: 29, 30; Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60
Possessive determiners	
The student will recognize and correct cases in which possessive determiners (its, your, their), contractions (it's, you're, they're), and adverbs (there) are confused with each other.	SE/TE: Grammar Handbook: Commonly Confused Words, R62–R63
Agreement	
These questions focus on ensuring grammatical agreement.	SE/TE: Pronouns, U1: 29, 30; Conventions: Subject-Verb Agreement, U3: 263; Grammar Handbook: Pronoun and Antecedent Agreement, R60; Subject and Verb Agreement, R60

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Pronoun-antecedent agreement	
The student will recognize and correct lack of agreement between pronoun and antecedent.	SE/TE: Pronouns, U1: 29, 30; Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 TE only: How Language Works, U1: 29
Subject-verb agreement	
The student will recognize and correct lack of agreement between subject and verb.	SE/TE: Conventions: Subject-Verb Agreement, U3: 263; Grammar Handbook: Subject and Verb Agreement, R60
Noun agreement	
The student will recognize and correct lack of agreement between nouns.	SE/TE: Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60; Also see Nouns, U1: 29
Frequently confused words	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., accept/except, allusion/illusion).	SE/TE: Grammar Handbook: Commonly Confused Words, R62–R63
Logical comparison	
The student will recognize and correct cases in which unlike terms are compared.	SE/TE: Comparative and Superlative Adjectives & Adverbs, U2: 145; Grammar Handbook: Adjectives & Adverbs, R57; Using Modifiers, R61
Conventional expression	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	SE/TE: Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60; Also see Nouns, U1: 29
Conventions of Punctuation	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	SE/TE: Conventions: Punctuation Marks, U5: 428; Commas, U5: 479; Revising Incorrect Use of Commas, U5: 485; Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Grammar Handbook: Punctuation, R64–R65
End-of-sentence punctuation	

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The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Grammar Handbook: Classifying Sentences by Function, R59–R60
Within-sentence punctuation	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	SE/TE: Punctuation Marks, U5: 428; Grammar Handbook: Punctuation, R64–R65
Possessive nouns and pronouns	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	SE/TE: Possessive Nouns and Pronouns, U1: 29; Grammar Handbook: Pronoun Case, R61
Items in a series	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	SE/TE: Commas, U5: 479; Revising Incorrect Use of Commas, U5: 485; Grammar Handbook: Commas, R64
Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	SE/TE: Conventions: Punctuation Marks, U5: 428; Commas, U5: 479; Revising Incorrect Use of Commas, U5: 485; Grammar Handbook: Commas, R64; Dashes & Parentheses, R65
Unnecessary punctuation	

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<p align="center">The College Board Redesigned SAT®</p>	<p align="center">myPerspectives ©2017 Grade 7</p>
<p>The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.</p>	<p>SE/TE: Conventions: Punctuation Marks, U5: 428; Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Grammar Handbook: Punctuation, R64–R65</p>
<p>SAT ESSAY DOMAIN (PROVISIONAL)</p>	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p>SE/TE: Performance-Based Assessment Prep: Review Evidence for Nonfiction Narrative, U1: 111; Writing to Sources: Nonfiction Narrative, U1: 112–113; Multimedia Presentation, U1: 114; Review Evidence for Explanatory Essay, U3: 347; Writing to Sources: Explanatory Essay, U3: 348–349</p>
<p>Reading</p>	
<p>Comprehension of the source text</p>	<p>SE/TE: Research to Clarify & Research to Explore (examples), U1: 25, 37; U2: 141, U3: 259, 291, 300; Gather Evidence, U1: 53; U4: 393; U5: 483; Conducting Research, R24–R33</p>
<p>Understanding of central ideas, important details, and their interrelationship</p>	<p>SE/TE: Analyze Craft and Structure: Development of Central Ideas, U2: 67; U3: 329</p>

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Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)	SE/TE: Research Project, U2: 211; U4: 419; Informational Multimedia Presentation, U4: 371; Gather Evidence, U1: 53; U4: 393; U5: 483; Conducting Research, R24–R33
Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text	SE/TE: Gather Evidence, U1: 53; U4: 393; U5: 483; Conducting Research, R24–R33
Analysis	
Analysis of the source text and understanding of the analytical task	SE/TE: Gather Evidence, U1: 53; U4: 393; U5: 483; Conducting Research, R24–R33
Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student	SE/TE: Write an Informative Essay: Organize Details, U5: 484; Informative Essay, U4: 296; U3: 348
Support for claims or points made in the response	SE/TE: Write an Informative Essay: Organize Details, U5: 484; Informative Essay, U4: 296; U3: 348; Informative/Explanatory Text, R12–R17
Focus on features of the text most relevant to addressing the task	SE/TE: Research Project, U2: 211; U4: 419; Gather Evidence, U1: 53; U4: 393, U5: 483; Conducting Research, R24–R33
Writing	
Use of a central claim	SE/TE: Performance Task: Write an Explanatory Essay, U3: 304–309; Write an Informative Essay, U5: 482–487; Resources Tool Kit: Informative, R12–R17
Use of effective organization and progression of ideas	SE/TE: Performance Task: Write an Explanatory Essay, U3: 304–309; Write an Informative Essay, U5: 482–487; Research Project, U2: 211, U4: 419; Resources Tool Kit: Informative, R12–R17
Use of varied sentence structures	SE/TE: Conventions: Sentence Structure, U3: 295; Revise Sentences to Heighten Interest, U3: 307; Grammar Handbook: Sentence Structure, R59–R60

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<p>Employment of precise word choice</p>	<p>SE/TE: Performance Task: Write an Explanatory Essay, U3: 304–309; Write an Informative Essay, U5: 482–487; Informative Essay, U3: 296, 348; Resources Tool Kit: Informative, R12–R17</p>
<p>Maintenance of a consistent, appropriate style and tone</p>	<p>SE/TE: Performance Task: Write an Explanatory Essay, U3: 304–309; Write an Informative Essay, U5: 482–487; Informative Essay, U3: 296, 348; Resources Tool Kit: Informative, R12–R17</p>

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<p>Command of the conventions of standard written English</p>	<p>SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 169; U3: 309; U4: 397; U5: 487; Conventions, U1: 29, 41, 49, 68, 79 U2: 145, 161, 180, 198, 210, 263, 295; U3: 322, 330; U4: 369, 385, 428; U5: 479, 501, 511, 526; Grammar Handbook, R57–R66</p>