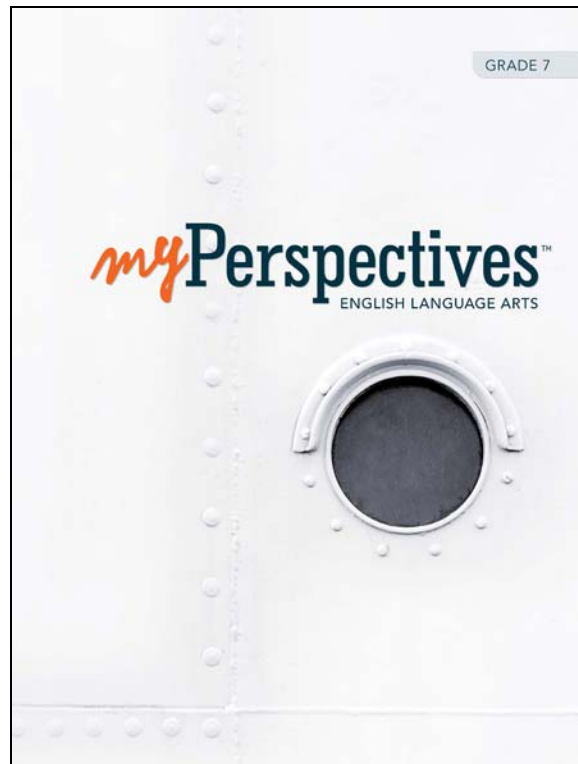


A Correlation of

myPerspectives
Grade 7, ©2017



To the

Virginia
English Standards of Learning
Grade 7



A Correlation of *myPerspectives* ©2017, Grade 7 to the Virginia English Standards of Learning

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title 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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Grade Seven	
Communication: Speaking, Listening, Media Literacy	
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.	
a) Communicate ideas and information orally in an organized and succinct manner.	SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529; Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503; Performance-Based Assessment: Oral Presentation, 112, 220, 348, 438, 536; Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539
b) Ask probing questions to seek elaboration and clarification of ideas.	SE/TE: Prepare to Compare, 150, 302; Speaking and Listening: Collaborative Discussion, 331; Group Discussion, 203, 503; Oral Presentation, 411; Discussion Tip, 426; Role Play, 481
c) Make statements to communicate agreement or tactful disagreement with others' ideas.	SE/TE: Speaking and Listening: Group Discussion, 203, 503; Collaborative Discussion, 331; Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 436, 441, 442, 534, 539; Debate, 25; Conduct a Walk-Around Debate, 190; Conduct a Critical Debate, 278; Four-Corner Debate, 406
d) Use language and style appropriate to audience, topic, and purpose.	SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529
e) Use a variety of strategies to listen actively.	SE/TE: Debate, 25; Conduct a Walk-Around Debate, 190; Conduct a Critical Debate, 278; Four-Corner Debate, 406; Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529

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7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.	
a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.	SE/TE: Performance Task: Present a Nonfiction Narrative, 104–105; Present an Argument, 212–213, 430–431; Present an Informative Essay, 340–341; Present an Explanatory Essay, 528–529; Speaking and Listening, 31, 69, 93, 163, 181, 203, 297, 331, 371, 411, 481, 503
b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.	SE/TE: Rehearse With Your Group, 105, 213, 341, 529; Practice with Your Group, 431; Speaking and Listening: Oral Presentation, 114, 111, 350, 440, 538; Visual Presentation, 163; Digital Presentation, 181; Participate Fully, 58, 170, 310, 398, 488; Collaborative Discussion, 331; Informational Multimedia Presentation, 371; Oral Presentation, 411; Role-Play, 481
c) Compare/contrast a speaker’s verbal and nonverbal messages.	SE/TE: Participate Fully, 58, 170, 310, 398, 488; Rehearse With Your Group, 105, 213, 341, 529; Practice with Your Group, 431; Speaking and Listening: Oral Presentation, 114, 111, 350, 440, 538; Visual Presentation, 163; Digital Presentation, 181; Participate Fully, 58, 170, 310, 398, 488
7.3 The student will understand the elements of media literacy.	
a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.	SE/TE: Analyze the Media, 83,147, 338, 389, 418,455 TE only: Supporting Claims, 81; Descriptive Details, 147, Analyze Anecdotes, 201; Analyze Vantage Point, 413; Analyze Documentary Photography, 415; Analyze Cinematic Technique, 453; Analyze Close-Up Shots, 513
b) Distinguish between fact and opinion, and between evidence and inference.	SE/TE: Analyze the Media, 83, 389 TE only: Supporting Claims, 81

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c) Describe how word choice and visual images convey a viewpoint.	SE/TE: Analyze the Media, 83, 92, 149, 338, 389, 418, 455, 466, 515; Prepare to Compare, 302; Small-Group Performance Task: 341, 430 TE only: Analyze Proportion, 88; Analyze Composition, 336; Analyze Cinematic Technique, 453
d) Compare and contrast the techniques in auditory, visual, and written media messages.	SE/TE: Analyze the Media, 83, 92, 149, 338, 389, 418, 455, 466, 516; Speaking and Listening, 93; Prepare to Compare: Comparing Text to Media, 302; Comparing Media With Text, 390, 516; Writing to Compare, 303, 391, 517 TE only: Analyze Proportion, 88; Descriptive Details, 147; Analyze Composition, 336; Analyze Close-Up Shots, 513
e) Craft and publish audience-specific media messages.	SE/TE: Multimedia Presentation, 69, 371; Multimedia Slideshow, 93; Digital Media Presentation, 339; Improve Your Use of Media, 105, 213, 341, 431, 529; Oral Presentation Rubric, 114; Visual Presentation, 163; Digital Presentation, 181; Costume Plan, 297; Oral Presentation, 411; Launch a Four Corner Debate, 122
Reading	
7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.	
a) Identify word origins and derivations.	SE/TE: Reference Materials, 402; Word Study: Etymology, 408; ; Academic Vocabulary, 5, 119, 227, 355, 445; Greek Roots, 77, 144, 294, 504; Latin Prefixes, 28, 160, 262, 384; Latin Suffixes, 48, 178, 196; Old English Suffix, 368, 478
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	SE/TE: Greek Roots, 77, 144, 294, 504; Latin Prefixes, 28, 160, 262, 384; Latin Suffixes, 48, 178, 196; Old English Suffix, 368, 478; Prefixes and Suffixes, 328, 464, 528 TE only: Cognates, 5, 68, 119, 227, 355, 445

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c) Identify and analyze figurative language.	SE/TE: Figurative Language, 101; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137, 472; Close Read the Text, 476 TE only: Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150; Analyze Similes, 404
d) Identify connotations.	SE/TE: Word Study: Connotation and Denotation, 100; Analyze Craft and Structure, 367; Word Choice, 410 TE only: Word Analysis, 376; Connotations, 510
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	SE/TE: Context Clues, 62, 77, 94, 174, 182, 314, 420, 492, 504, 518; Multiple-Meaning Words, 40, 66, 208, 320, 426; also see: Word Network, 7, 121, 229, 357, 447 TE only: Concept Vocabulary, 71, 97, 175, 184, 186, 189, 205, 316, 338, 423, 424; Vocabulary Development, 44, 70; Multiple Meanings, 34, 132, 137, 237, 469, 522
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	SE/TE: Word Network, 7, 121, 229, 357, 447; Concept Vocabulary, 12, 28, 32, 40, 48, 62, 66, 70, 77, 94, 100, 126, 144, 152, 160, 174, 178, 182, 196, 200, 202, 204, 234, 262, 264, 294, 296, 314, 316, 332, 338, 362, 368, 372, 384, 389, 402, 408, 420, 426, 456, 464, 468, 478, 492, 500, 504, 518, 524; Academic Vocabulary, 5, 119, 227, 355, 445; Media Vocabulary, 80, 83, 86, 92, 146, 149, 298, 301, 412, 418, 452, 455, 512, 515; Technical Vocabulary, 324, 328, 386 TE only: Concept Vocabulary, 64, 65, 71, 73, 97, 136, 175, 184, 186, 189, 194, 205, 207, 320, 404, 405, 406, 414, 423, 424, 473, 497, 498, 506, 520; Technical Vocabulary, 325, 326; Domain Specific Words, 200, 298, 412

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7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	
a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.	SE/TE: Analyze Craft and Structure: Character and Point of View, 27; Conflict and Resolution, 197; Dialogue in Drama, 61; Stage Directions, 293; Elements of a Short Story: Plot, 321; Elements of a Short Story, 427; Setting and Cultural Context, 463; Determine Theme, 477 TE only: Analyze Character Development, 317; Analyze Character, 13, 72, 128, 131, 252, 258; Analyze Characterization, 247, 269, 285, 326; Analyze Conflict, 191, 290; Analyze Plot, 136, 140, 193, 315; Analyze Setting, 421; Infer Point of View, 318
b) Compare and contrast various forms and genres of fictional text.	SE/TE: The Grapes of Wrath: Prepare to Compare, 150, 302, 466; Writing to Compare, 151, 303, 467; Analyze Craft and Structure, 101; Rhythm and Repetition, 102; Analyze Poetic Form: Lyric Poetry, 409; Word Choice, 410
c) Identify conventional elements and characteristics of a variety of genres.	SE/TE: Analyze Poetic Form, 409; Elements of a Short Story, 321, 427; Drama, 234–297 TE only: Analyze Character, 13, 72, 128, 131, 252, 258; Analyze Characterization, 247, 269, 285, 326; Analyze Plot, 136, 140, 193, 315; Analyze Setting, 421
d) Describe the impact of word choice, imagery, and literary devices including figurative language.	SE/TE: Figurative Language, 101; Rhythm and Repetition, 102; Analyze Language: Metaphor and Simile, 143; Analyze Word Choice: Imagery, 367; Close Read, 137; Language Development: Author’s Style: Description, 465; Close Read the Text, 476; Concept Vocabulary, 12, 28, 100, 126, 144, 182, 196, 234, 262, 264, 294, 296, 314, 316, 402, 408, 420, 426, 468, 478, 492, 500 TE only: Figurative Language, 72, 96, 286, 363, 507; Comparing Media with Text, 150

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e) Make, confirm, and revise predictions.	SE/TE: Elements of a Short Story: Plot, 321 TE only: For related material see: Skim, Predict, and Use KWL Chart, 108; Read Aloud and Confirm Predictions, 109; Conclude, 191; Challenge, 259
f) Use prior and background knowledge as a context for new learning.	SE/TE: For related material see: First Read, 12, 70, 94, 126, 182, 234, 264, 314, 402, 420, 456, 468 TE only: Jump Start, 12, 70, 94, 126, 182, 234, 264, 314, 402, 420, 456, 468
g) Make inferences and draw conclusions based on the text.	SE/TE: Infer Point of View, 318; Conclude 14, 15, 17, 19, 20, 22, 129, 130, 132, 134, 137, 139, 236, 238, 241, 242, 245, 251, 270, 289 TE only: Conclude, 13, 18, 24, 72, 96, 98, 128, 131, 136, 140, 183, 185, 191, 193, 247, 252, 258, 269, 285, 286, 290, 315, 317, 318, 326, 404, 421, 469, 474, 493, 494, 507, 513
h) Identify the main idea.	SE/TE: Analyze the Text, 292; Analyze Craft and Structure: Elements of a Short Story, 427; Setting and Cultural Context, 463; Determine Theme, 477; Writing to Sources: Write an Explanatory Essay, 480; Prepare to Compare, 302; Speaking and Listening, 411 TE only: WriteNow, 85
i) Summarize text relating supporting details.	SE/TE: Summary, 8; Notebook, 141, 148, 195, 259, 291, 300, 319, 425, 461, 475
j) Identify the author's organizational pattern.	SE/TE: Drama, 234–297; Short Story, 126–145, 182–189, 314–323, 420–429, 468–481; Poetry, 96, 97, 404, 405, 406; Novel Excerpt, 12–31, 456–467; Launch Text: Nonfiction Narrative Model, 6
k) Identify cause and effect relationships.	SE/TE: Analyze Cause and Effect, 26; Elements of a Short Story: Plot, 321; Essential Question, 260 TE only: Analyze Character, 13; Analyze Plot, 136, 140, 193, 315

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l) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: Analyze the Text, 26, 27, 100, 142, 143, 196, 260, 261, 292, 293, 320, 328, 408, 409, 426, 462, 463, 465, 476, 477, 500
7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	
a) Use prior and background knowledge as a context for new learning.	SE/TE: For related material see: First Read, 32, 42, 62, 152, 174, 204, 324, 362, 372, 492, 504, 518 TE only: Jump Start, 32, 42, 62, 152, 174, 204, 324, 362, 372, 492, 504, 518
b) Use text structures to aid comprehension.	SE/TE: Analyze Craft and Structure: Expository Writing, 159; Analyze Structure: Biographical Writing, 525; Persuasive Speech, 383 TE only: Launch Text: Informational Model, 228; Argument Model, 356; Informative Essay Model, 228
c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	SE/TE: Analyze Craft and Structure: Expository Writing, 159; Analyze Structure: Biographical Writing, 525; Persuasive Speech, 383 TE only: Launch Text: Informational Model, 228; Argument Model, 356; Informative Essay Model, 228
d) Draw conclusions and make inferences on explicit and implied information.	SE/TE: Draw Conclusion, 38, 67, 158; Make Inferences, 46, 366; Infer, 67, 179; Infer Setting, 334 TE only: Conclude, 33, 63, 72, 74, 81, 87, 88, 147, 155, 201, 206, 333, 334, 336, 364, 376, 413, 415, 416, 453, 519; Draw Conclusions, 44
e) Differentiate between fact and opinion.	SE/TE: Analyze Craft and Structure: Determine Author’s Purpose, 179; also see: Evaluate Argument and Claims, 209; Evaluate an Argument: Persuasive Speech, 383; Academic Vocabulary: Argument, 355; Summary, 358; Performance Task: Write an Argument: Editorial, 164–169; Write an Argument, 392–397 TE only: Launch Text: Argument Model, 356

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f) Identify the source, viewpoint, and purpose of texts.	SE/TE: Author's Point of View, 39; Analyze Craft and Structure: Narrative Point of View, 47; Determine Author's Purpose, 179; Analyze Word Choice: Humorous Writing, 501; Determine Author's Purpose: Autobiographical Writing, 510 TE only: Analyze Author's Viewpoint, 364
g) Describe how word choice and language structure convey an author's viewpoint.	SE/TE: Author's Point of View, 39; Analyze Craft and Structure: Narrative Point of View, 47; also see: Analyze Word Choice: Humorous Writing, 501; Concept Vocabulary, 32, 40, 48, 62, 66, 70, 77, 94, 152, 160, 174, 178, 204, 332, 338, 362, 368, 372, 384, 389, 504, 518, 524
h) Identify the main idea.	SE/TE: Analyze Craft and Structure: Development of Central Ideas, 67; Analyze Interactions, 78; Analyze Word Choice: Imagery, 367; Notebook, 76, 177, 366 TE only: Informative Essay Model, 228
i) Summarize text identifying supporting details.	SE/TE: Summary, 122, 230, 358, 448; Notebook, 37, 45, 65, 76, 177, 207, 327, 365, 381, 417
j) Identify cause and effect relationships.	SE/TE: Analyze Craft and Structure: Expository Writing, 159; Close-Read Guide, 109, 217, 345, 435; Whole-Class Performance Task: Elements of a Cause-and-Effect Essay, 304; Research, 419 TE only: Track Cause and Effect, 155; Close-Read, 109, 217, 345, 435; Analyze Interactions: Reflective Writing, 329; Evaluate Your Evidence, 347
k) Organize and synthesize information for use in written formats.	SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419
l) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: Analyzing the Text, 38, 39, 46, 47, 66, 67, 77, 158, 159, 178, 179, 202, 208, 209, 338, 366, 367, 382, 383, 509, 515, 524

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Writing	
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.	
a) Identify intended audience.	SE/TE: Prewriting: Consider Audience And Purpose, 361; Performance Task: Introduction & Elements: Nonfiction Narrative, 52; Argument, 164; Informative Essay, 304; Argument, 392; Explanatory Essay, 482; Revising For Purpose And Organization, 66, 172, 364, 464, 610
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	SE/TE: Prewriting/Planning, 53, 165, 305, 393, 483
c) Organize writing structure to fit mode or topic.	SE/TE: Drafting: Organizing Text, 64, 720; Point/Counterpoint, 362; Writing to Compare, 51, 85, 151, 303, 391, 467; Revising for Purpose and Organization, 66, 172, 364, 464, 610
d) Establish a central idea and organization.	SE/TE: Thesis Statement, 165, 167, 393, 720; Topic Sentence, 347; Drafting: Organizing Text, 64, 720; Point/Counterpoint, 362; Prewriting: Organization, 169
e) Compose a topic sentence or thesis statement.	SE/TE: Thesis Statement, 165, 167, 393, 720; Topic Sentence, 347; Writing to Sources, 348; Drafting, 130; Writing to Compare, 51 TE only: Personalize for Learning, 480
f) Write multiparagraph compositions with unity elaborating the central idea.	SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 164–169; Write an Informative Essay, 304–309; Write an Argument, 392–397; Write an Explanatory Essay, 482–487; QuickWrite, 9, 109, 123, 217, 231, 345, 359, 435, 449, 533; Writing to Compare, 51, 85, 151, 303, 391, 467; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112, 220, 348, 438, 536
g) Select vocabulary and information to enhance the central idea, tone, and voice.	SE/TE: Revising for Language, 724; Revising for Evidence and Elaboration, 172, 364, 464; Transitions, 65, 66, 170, 366, 721; Sensory Language, 607; Figurative Language, 382

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h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	SE/TE: Conventions: Adverbs, 41; Adjectives, 49; Comparison of Adjectives and Adverbs, 145; Appositives and Appositive Phrases, 330; Sentence Fluency: Revising Sentences Using Participles, 395; Grammar Handbook, R54, R56 TE only: Vocabulary Development, 21, 73; How Language Works, 56
i) Use clauses and phrases for sentence variety.	SE/TE: Prepositions and Prepositional Phrases, 322; Infinitive Phrases and Gerund Phrases, 385; Appositives and Appositive Phrases, 330; Conventions: types of Dependent Clauses, 511; Grammar Handbook, R55 TE only: How Language Works: Dependent Clauses, 507
j) Revise sentences for clarity of content including specific vocabulary and information.	SE/TE: Revising, 56, 168, 308, 396, 486; also see: Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307
k) Use computer technology to plan, draft, revise, edit, and publish writing.	SE/TE: Digital Media Presentation, 339; Multimedia Presentation, 69, 371; Digital Presentation, 181; Whole-Class Performance Task: Use a Blog Post, 392; Gather Evidence, 393; Publishing and Presenting, 397; How-to Essay, 527; Conducting Research, R24–R26 TE only: Digital Perspectives, 336; Finding Trustworthy Sources, 393
7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	SE/TE: Drafting, 54, 166, 306, 394, 484, 517; also see: Conventions: Sentence Structure, 295; Revise Sentences to Heighten Interest, 307; Revising Sentences Using Participles, 395
b) Choose appropriate adjectives and adverbs to enhance writing.	SE/TE: Conventions: Adverbs, 41; Adjectives, 49; Comparison of Adjectives and Adverbs, 145; Grammar Handbook, R54 TE only: Vocabulary Development, 21, 73; How Language Works, 56

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c) Use pronoun-antecedent agreement to include indefinite pronouns.	SE/TE: Grammar Handbook: Pronoun-Antecedent Agreement, R57; also see: Editing for Conventions, 57, 169, 309, 397, 487 TE only: How Language Works: Pronoun-Antecedent Agreement, 29
d) Use subject-verb agreement with intervening phrases and clauses.	SE/TE: Subject and Verb Agreement, 263, R57; also see: Editing for Conventions, 57, 169, 309, 397, 487 TE only: Subject and Verb Agreement, 57
e) Edit for verb tense consistency and point of view.	SE/TE: Language Development: Conventions: Revising for Correct Verb Tense, 167; The Principal Parts of Verbs, 180; Grammar Handbook: The Tenses of Verbs, R57 TE only: Vocabulary Development: Verb Tenses, 97; Understanding Verb Tense, 506
f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.	SE/TE: Conventions, 29, 41, 49, 68, 79, 145, 161, 180, 198, 210, 263, 295, 322, 330, 369, 385, 428, 479, 501, 511, 526; Vocabulary and Conventions Connection, 30, 162, 296, 370, 480; Language Development: Conventions, 167, 307, 395, 485; Handbook R54–R62 TE only: Vocabulary Development, 21
g) Use quotation marks with dialogue.	SE/TE: Gather Evidence, 53; Proofread for Accuracy, 57; Grammar Handbook, R60 TE only: English Language Support: Dialogue, 317
h) Use correct spelling for commonly used words.	SE/TE: Review and Revise, 151, 303, 391, 467; Proofread, 169; Editing and Proofreading, 397, 487 TE only: Review and Revise, 51; Editing and Proofreading, 57, 309

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Research	
7.9 The student will apply knowledge of appropriate reference materials to produce a research product.	
a) Collect and organize information from multiple sources including online, print and media.	SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Digital Multimedia Presentation, 339; Informational Multimedia Presentation, 371; Digital Presentation, 181, Costume Plan, 297; Gather Evidence, 53, 393, 483; Conducting Research, R24–R33 TE only: Cross-Curricular Perspectives, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 335, 356, 364, 372, 415, 453, 457, 468
b) Evaluate the validity and authenticity of sources.	SE/TE: Evaluate Your Evidence, 111; Evaluate the Strength of Your Evidence, 219, 437; Research, 211, 419; Reviewing Research Findings, R28–R29
c) Use technology as a tool to research, organize, evaluate, and communicate information.	SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Digital Multimedia Presentation, 339; Informational Multimedia Presentation, 371; Digital Presentation, 181; Conducting Research, R24–R34
d) Cite primary and secondary sources.	SE/TE: Research, 211, 419; Prepare to Compare, 84; Consulting Print and Digital Sources, R25; Formats for Citing Sources, R32–R33 TE only: Performance Based-Assessment Prep, 107, 215, 343, 433, 531
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	SE/TE: Research, 211, 419; Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34