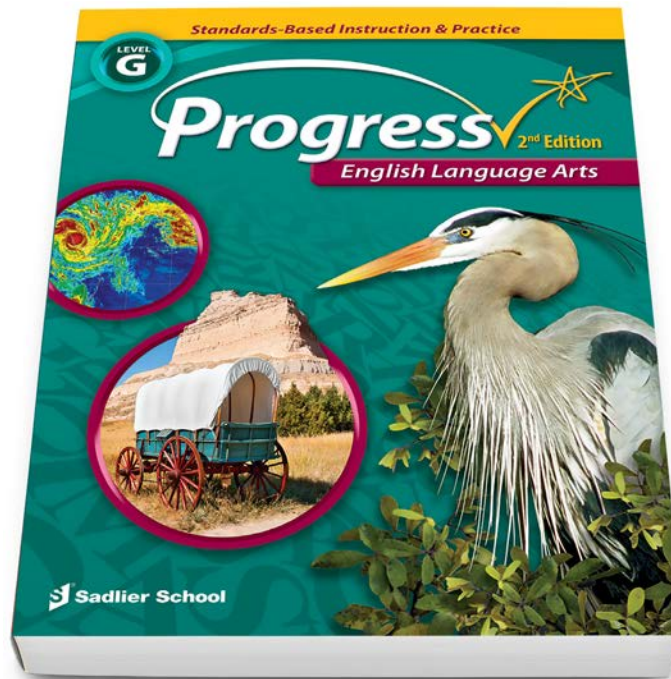


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to the 2021 Alabama Course of Study:  
English Language Arts

**Grade 7**



**Recurring Standards**

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**Grade 7 Content Standards**

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| Digital Literacy.....    | 14 |
| Language Literacy.....   | 18 |
| Research Literacy.....   | 22 |
| Vocabulary Literacy..... | 28 |

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## Grades 6–8 Recurring Standards

### RECURRING STANDARDS

GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7

**Students will:**

**RECEPTION**

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

**STUDENT EDITION/TEACHER'S EDITION**

**Connect Across Texts**

- Analyze Literary Elements (class discussion)— Chapter 1, p. 36
- Support a Claim (class discussion)—Chapter 2, p. 68; Chapter 4, p. 132
- Compare and Contrast Texts (class discussion)—Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188
- Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189

**Speaking and Listening**

- Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 1, p. 204; Chapter 2, p. 218; Chapter 3, p. 232; Chapter 4, p. 246; Chapter 5, p. 260; Chapter 6, p. 260
- Good Speaker/Good Listener Checklist - Did I:
  - Listen carefully to others and answer questions?/Follow agreed-upon rules for discussion?—p. 204

**TEACHER'S EDITION**

**Discussion Skills**

- Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260

**Turn and Talk**

- Chapter 1, TE p. 17; Chapter 3, TE p. 89; Chapter 6, TE p. 185

**Peer Collaboration**

- Chapter 3, p. 97; Chapter 4, p. 129; Chapter 6, p. 169; Chapter 6, p. 177; Chapter 7, p. 202; Chapter 8, p. 217; Chapter 9, p. 231; Chapter 10, p. 245; Chapter 11, p. 255; Chapter 11, p. 259

**DIGITAL RESOURCES**

**Writing Handbook**

- Instruction & Practice
  - Step 3: Revising
    - Revising Together (work with a partner)—p. 6
- Instruction & Practice Lesson Plans
  - Step 1: Planning
    - Brainstorming (work with a partner/small group)—pp. 1 and 2
    - Assignment: Planning (work in pairs or small groups)—pp. 3 and 4
  - Step 3: Revising
    - Peer Review—pp. 5 and 6
    - Peer Collaboration—pp. 7 and 8

## RECURRING STANDARDS

| GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
| <p><b>RECEPTION</b></p> <p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>  | <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Context Clues—p. 134</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>Context clues—TE pp. 67, 123</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (context clues)—TE pp. 109, 140</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Context clues—TE p. 134</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Context Clues</li> </ul> </li> </ul>   |
| <p><b>EXPRESSION</b></p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p> | <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Online Research—TE p. 15</li> <li>Chapter 2 Finding Primary Sources Online—TE p. 47</li> <li>Chapter 3 Poetry in Performance—TE p. 79</li> <li>Chapter 4 Using Online Tools—TE p. 111</li> <li>Chapter 5 Read or Research—TE p. 143</li> <li>Chapter 6 Primary Sources Online—TE p. 167</li> <li>Chapter 7 Digital Publishing (use digital tools)—TE p. 206</li> <li>Chapter 8 Using Multimedia—TE p. 220</li> <li>Chapter 9 Photographic Evidence—TE p. 234</li> <li>Chapter 10 Incorporating Graphics (use digital tools)—TE p. 248</li> <li>Chapter 11 Posting an Historical Drama—TE p. 262</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 3 Investigate (research)—TE p. 91</li> <li>Chapter 3 Critical Response (research online)—TE p. 100</li> <li>Chapter 4 Investigate (research landforms)—TE p. 123</li> <li>Chapter 6 Apply Concepts (research)—TE p. 179</li> <li>Chapter 6 Evaluate (research the topic)—TE p. 188</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Use print or digital dictionaries—TE p. 53</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Researching Your Topic—p. 4   <ul style="list-style-type: none"> <li>Where to Look</li> <li>How to Search</li> <li>How to Judge</li> </ul> </li> </ul> </li> <li>Step 2: Drafting                                     <ul style="list-style-type: none"> <li>Use a computer—p. 5</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## RECURRING STANDARDS

| GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
|   | <ul style="list-style-type: none"> <li>○ Step 3: Revising—p. 6                             <ul style="list-style-type: none"> <li>○ Revising Together (email drafts)</li> </ul> </li> <li>○ Step 4: Editing—pp. 8, 10                             <ul style="list-style-type: none"> <li>○ Using Spelling and Grammar Checkers</li> </ul> </li> <li>○ Step 5: Producing, Publishing, and Presenting                             <ul style="list-style-type: none"> <li>○ Online Publishing and Digital Slide Presentations—p. 11</li> <li>○ Digital Connection—p. 12</li> </ul> </li> <li>● Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Step 1: Planning—pp. 3 and 4                                     <ul style="list-style-type: none"> <li>○ Researching Your Topic/Digital Integration</li> </ul> </li> <li>○ Step 2: Drafting—pp. 5 and 6                                     <ul style="list-style-type: none"> <li>○ Digital Integration (use a word processing program)</li> </ul> </li> <li>○ Step 4: Editing—pp. 9 and 10                                     <ul style="list-style-type: none"> <li>○ Digital Integration (use a word processor)</li> </ul> </li> <li>○ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12                                     <ul style="list-style-type: none"> <li>○ Publishing Formats (online publishing)</li> <li>○ Assignment: Digital Presentation (digital format)</li> </ul> </li> </ul> </li> </ul> |
| <p><b>EXPRESSION</b></p> <p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p> | <p><b>TEACHER'S EDITION</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>● Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251</li> </ul> <p><b>Create: Organizational Structure</b><br/>Brainstorming, Planning, Drafting</p> <ul style="list-style-type: none"> <li>● Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255</li> </ul> <p><b>Introduce the Writing Process</b></p> <ul style="list-style-type: none"> <li>● Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255</li> </ul> <p><b>Writing Process Summary</b><br/>Planning, Drafting, Rubrics</p> <ul style="list-style-type: none"> <li>● Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262</li> </ul> <p><b>DIGITAL RESOURCE</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>○ Step 1: Planning</li> <li>○ Step 2: Drafting</li> <li>○ Step 3: Revising</li> <li>○ Step 4: Editing</li> <li>○ Step 5: Producing, Publishing, and Presenting</li> </ul> </li> </ul>   |

## RECURRING STANDARDS

| GRADES 6-8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
| <p><b>EXPRESSION</b><br/>R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p><b>EXPRESSION</b><br/>R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Use formal English when appropriate?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 (use appropriate English in presentations to the class), TE p. 204</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 2, 4, 6, 8, 10</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>DIGITAL RESOURCE</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                 <ul style="list-style-type: none"> <li>◦ Have I used formal English and avoided slang or informal language?—p. 6</li> </ul> </li> </ul> </li> </ul> |

## CRITICAL LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
| <p>Process and employ information for a variety of academic, occupational, and personal purposes.</p>   |   |
| <p><b>RECEPTION   READING</b></p> <ol style="list-style-type: none"> <li>Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</li> </ol> | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General academic and domain-specific words—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Texts—Chapter 2, p. 69; Chapter 4, p. 133</li> <li>Connect to the Essential Question—Chapter 2, p. 68; Chapter 4, p. 132; Chapter 6, p. 189</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language: Figures of Speech (allusions)—p. 102</li> <li>Word Meanings—p. 158</li> <li>Word Relationships—pp. 190, 202</li> <li>Figurative Language: Metaphor and Simile—p. 216</li> <li>Figurative Language: Hyperbole and Personification—p. 217</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Word Meanings: “Unusual Weather Patterns” (Web Article)—pp. 108–115</li> <li>Analyzing Points of View: “Watching the Weather” (Scientific Text)—pp. 124–131</li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Comparing Media Presentations: “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan” Transcript of a television interview (Reaction to a Speech)—pp. 164–171</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Theme Wrap-Up—Chapter 2, TE p. 69; Chapter 4, TE p. 133; Chapter 6, TE p. 189</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Points of View: “Watching the Weather” (Scientific Text)—pp. 124–131</li> </ul> |

## CRITICAL LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
| <p><b>RECEPTION   READING</b></p> <p>2. Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Determining Central Ideas: “Jacques Cousteau—An Aquatic Life” (Biography)—pp. 52–59</li> <li>Analyzing Texts: “The Mariana Trench” (Feature Article)—pp. 60–67</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Text Structure: “Earth’s Unique Landforms” (Technical Text)—pp. 116–123</li> <li>Analyzing Points of View: “Watching the Weather” (Scientific Text)—pp. 124–131</li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>Cause and Effect—p. 225</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Support a Claim—Chapter 2, p. 68; Chapter 4, p. 132</li> <li>Compare and Contrast Texts—Chapter 6, p. 188</li> <li>Connect to the Essential Question—Chapter 2, p. 69; Chapter 4, p. 133; Chapter 6, p. 189</li> </ul> |
| <p><b>RECEPTION   READING</b></p> <p>3. Explain how the author’s choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.</p>         | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Theme: “Ann Smith Franklin” (Historical Fiction)—pp. 20–27</li> <li>Analyzing Literary Elements: “A Life of Service” (Multi-Act Play)—pp. 28–35</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Literary Language: “A Valentine”/“Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 76–83</li> <li>Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 84–91</li> </ul>  |
| <p><b>RECEPTION   READING</b></p> <p>4. Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.</p>                       | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Literary Language: “A Valentine”/“Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 76–83</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language: Figures of Speech (allusions)—p. 102</li> <li>Word Meanings—p. 158</li> <li>Word Relationships—pp. 190, 202</li> <li>Figurative Language: Metaphor and Simile—p. 216</li> <li>Figurative Language: Hyperbole and Personification—p. 217</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Loaded language—p. 166</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Loaded language—p. 168</li> </ul> <p style="text-align: right;"><i>continued</i></p>  |



## CRITICAL LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
|  | <p><b>TEACHER'S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Critique (author's style and tone)—TE p. 115</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Many English idioms use figurative language—TE p. 216</li> </ul>  |
| <p><b>RECEPTION   LISTENING</b></p> <p>5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Chapter 7, TE p. 29; Chapter 8, TE p. 55; Chapter 9, TE p. 81; Chapter 10, TE p. 107; Chapter 11, TE p. 153</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas                     <ul style="list-style-type: none"> <li>◦ Ask questions and respond to others' questions and comments</li> <li>◦ Explain a speaker's argument and specific claims</li> <li>◦ Evaluate the evidence that the speaker provides</li> </ul> </li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                     <ul style="list-style-type: none"> <li>◦ Speaking and Listening Presentation: Listening Tips—pp. 11 and 12                             <ul style="list-style-type: none"> <li>• Listen actively to the speaker with care and respect.</li> <li>• Ask questions when the speaker invites them. Pose questions that lead to elaboration.</li> <li>• Give feedback politely. Focus on the content, not the delivery, of the presentation.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Central Ideas: "Jacques Cousteau—An Aquatic Life" (Biography)—pp. 52–59</li> </ul> |



## CRITICAL LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
| <p><b>RECEPTION   LISTENING</b></p> <p>6. Evaluate the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>   | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language: Figures of Speech (allusions)—p. 102</li> <li>Word Meanings—p. 158</li> <li>Word Relationships—pp. 190, 202</li> <li>Figurative Language: Metaphor and Simile—p. 216</li> <li>Figurative Language: Hyperbole and Personification—p. 217</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Chapter 3 Poetry in Performance—TE p. 79</li> <li>Chapter 8 Using Multimedia—TE p. 220</li> <li>Chapter 9 Photographic Evidence—TE p. 234</li> <li>Chapter 10 Incorporating Graphics—TE p. 248</li> <li>Chapter 11 Posting an Historical Drama (make a video recording)—TE p. 262</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 4 Critique (analyze author’s style and tone)/present ideas to class—TE p. 115</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Literary Language: “A Valentine”/“Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 76–83</li> </ul> |
| <p><b>EXPRESSION   WRITING</b></p> <p>7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> |   |
| <p>a. Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).</p>    | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193–195</li> <li>Analyze a student model then outline and write a fictional narrative—pp. 196–199</li> <li>Assignment: Final draft—p. 206</li> </ul> <p><b>TEACHER’S EDITION</b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 195A</li> <li>Genre: Nonfictional Narrative—TE p. 196</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Write Nonfictional Narratives</li> </ul> </li> </ul> <p><i>continued</i></p>  |

**CRITICAL LITERACY**

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 7 Home Connect</li> <li>○ Chapter 7 Home Connect On the Go: Prewriting Chart (graphic organizer)</li> </ul> </li> </ul>   |
| <p>b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.</p> | <p style="text-align: center;"><b><i>INFORMATIVE/EXPLANATORY TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b><br/> <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209</li> <li>• Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213</li> <li>• Assignment: Final draft—p. 220</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 209A</li> <li>• Genre: Informative/Explanatory Text—TE p. 210</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 8 Home Connect</li> <li>○ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b><i>EVIDENCE-BASED ESSAYS</i></b></p> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223</li> <li>• Analyze a student model then outline and write an informative/explanatory first draft—pp. 224–227</li> <li>• Assignment: Final draft—p. 234</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 223A</li> <li>• Genre: Evidence-Based Essays—TE p. 224</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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**CRITICAL LITERACY**

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|--|--|
|  | <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Writing Evidence-Based Essays</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Writing Evidence-Based Essays</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Writing Evidence-Based Essays</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 9 Home Connect</li> <li>○ Chapter 9 Home Connect On the Go: Create a Timeline, Project Details, and Main Ideas (graphic organizer)</li> </ul> </li> </ul>   |
| <p>c. Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.</p> | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/> <b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 249–251</li> <li>• Analyze a student model then outline and draft an opinion piece—pp. 252–255</li> <li>• Assignment: Final draft—p. 262</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 251A</li> <li>• Genre: Opinion Piece—TE p. 252</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Writing Opinion Pieces</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Writing Opinion Pieces</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Writing Opinion Pieces</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 11 Home Connect</li> <li>○ Chapter 11 Home Connect Conversation Starter: Claims and Counterclaims (graphic organizer)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/> <b>Chapter 6 Integration of Knowledge and Ideas Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Evaluating Arguments: “What Forests Offer Us” By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172–179</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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## CRITICAL LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
|  | <p><b>TEACHER'S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 4 Initiate a Debate (pros and cons of use of technology)—p. 132</li> <li>Chapter 5 Critical Response (analyze movie adaptations)—p. 156</li> <li>Chapter 6 Apply Concepts (analyze claims, look for facts, opinions, and reasoned judgments)—p. 179</li> <li>Chapter 6 Evaluate (consider claims and reasoning)—p. 188</li> </ul>  |
| <p><b>EXPRESSION   SPEAKING</b></p> <p>8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Support a Claim (discuss ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132</li> <li>Compare and Contrast Texts (discuss ideas with the class)—Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188</li> <li>Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 2, p. 69; Chapter 4, p. 133; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussions)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 2, TE pp. 49, 57, 65; Chapter 4, TE pp. 113, 121, 129; Chapter 6, TE pp. 169, 177, 185; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> </ul> <p><b>Writearound</b></p> <ul style="list-style-type: none"> <li>Chapter 2, p. 57; Chapter 4, p. 113</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Chapter 4, TE p. 121; Chapter 6, TE p. 177</li> </ul> <p><b>Team Jigsaw</b></p> <ul style="list-style-type: none"> <li>Chapter 2, p. 49; Chapter 6, p. 169</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>Chapter 2, TE p. 65; Chapter 4, TE p. 129; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 241; Chapter 10, TE p. 245; Chapter 11, TE p. 259</li> </ul> <p><b>Numbered Heads Together</b></p> <ul style="list-style-type: none"> <li>Chapter 6, TE p. 185; Chapter 7, TE p. 203</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Evaluating Evidence and Reasoning: "Remarks by the President on America's Energy Security" by Barack Obama (abridged) (Speech)—pp. 172–179</li> </ul> |

## CRITICAL LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
| <p><b>EXPRESSION   SPEAKING</b></p> <p>9. Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.</p> | <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Analyze Literary Elements (discuss ideas with the class)—Chapter 1, p. 36</li> <li>Compare and Contrast Texts (discuss ideas with the class)—Chapter 3, p. 100; Chapter 5, p. 156</li> <li>Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 3, p. 101; Chapter 5, p. 157</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussions)—Chapter 7, TE p. 204</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE pp. 17, 25, 33; Chapter 3, TE pp. 81, 89, 97; Chapter 5, TE pp. 145, 153, 169; Chapter 7, TE p. 204</li> </ul> <p><b>Writearound</b></p> <ul style="list-style-type: none"> <li>Chapter 1, p. 17</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Chapter 3, TE p. 89; Chapter 5, TE p. 145</li> </ul> <p><b>Numbered Heads Together</b></p> <ul style="list-style-type: none"> <li>Chapter 7, TE p. 203</li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Figurative Language: Metaphor and Simile—p. 216</li> <li>Figurative Language: Hyperbole and Personification—p. 217</li> </ul> |

## DIGITAL LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
| <p>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically</p> |   |
| <p><b>RECEPTION   READING</b></p> <p>10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.<br/><i>Examples: online academic journals, social media, blogs</i></p>   | <p><b>TEACHER'S EDITION</b><br/><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Online Research—TE p. 15</li> <li>• Chapter 2 Finding Primary Sources Online—TE p. 47</li> <li>• Chapter 3 Poetry in Performance—TE p. 79</li> <li>• Chapter 4 Using Online Tools—TE p. 111</li> <li>• Chapter 5 Read or Research—TE p. 143</li> <li>• Chapter 6 Primary Sources Online—TE p. 167</li> </ul> <p><b>DIGITAL RESOURCES</b><br/><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Reading Selections</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Additional Reading Selections</li> </ul> </li> <li>• Instructional Videos</li> <li>• Close Reading Practice</li> <li>• Fluency Practice</li> <li>• Parent Resources</li> <li>• Student Resources</li> </ul>   |
| <p><b>RECEPTION   READING</b></p> <p>11. Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.</p>  | <p><b>STUDENT EDITION/TEACHER'S EDITION</b><br/><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 12–13, 20–21, 28–29, 44–45, 52–53, 60–61, 76–77, 84–85, 92–93, 108–109, 116–117, 124–125, 140–141, 148–149, 164–165, 172–173, 180–181</li> <li>• Check Comprehension—pp. 13, 21, 29, 45, 53, 61, 77, 85, 93, 109, 117, 125, 141, 149, 165, 173, 181</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 14, 22, 30, 46, 54, 62, 78, 86, 94, 110, 118, 126, 142, 150, 166, 174, 182</li> <li>• Check Comprehension—pp. 15, 23, 31, 47, 55, 63, 79, 87, 95, 111, 119, 127, 143, 151, 167, 175, 183</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 16, 24, 32, 48, 56, 64, 80, 88, 96, 112, 120, 128, 144, 152, 168, 176, 184</li> <li>• Check Comprehension—pp. 17, 25, 33, 49, 57, 65, 81, 89, 97, 113, 121, 129, 145, 153, 169, 177, 185</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## DIGITAL LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|--|--|
|  | <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188</li> <li>• Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189</li> </ul> <p><b>TEACHER’S EDITION</b><br/> <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Critical Comprehension—TE pp. 19, 27, 35, 51, 59, 67, 91, 99, 123, 131, 155, 179, 187</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>DIGITAL RESOURCES</b><br/> <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Reading Selections</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Additional Reading Selections</li> </ul> </li> </ul>  |
| <p><b>RECEPTION   READING</b></p> <p>12. Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.</p> | <p><b>TEACHER’S EDITION</b><br/> <b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Online Research—TE p. 15</li> <li>• Chapter 2 Finding Primary Sources Online—TE p. 47</li> <li>• Chapter 3 Poetry in Performance—TE p. 79</li> <li>• Chapter 4 Using Online Tools—TE p. 111</li> <li>• Chapter 5 Read or Research—TE p. 143</li> <li>• Chapter 6 Primary Sources Online—TE p. 167</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b><br/> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Word Meanings—p. 158</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Loaded language—p. 166</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Loaded language—p. 168</li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Evaluating Arguments: “What Forests Offer Us” By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172–179</li> </ul> <p><b>TEACHER’S EDITION</b><br/> <b>Genre</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Text (inform and persuade the reader)—TE p. 224</li> </ul> <p style="text-align: right;"><i>continued</i></p> |



## DIGITAL LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
|   | <p><b>Analyze a Student Model</b></p> <ul style="list-style-type: none"> <li>Evaluate a Writer’s Work (is the opinion piece persuasive/is the evidence convincing?)—TE p. 254</li> </ul>   |
| <p><b>RECEPTION   LISTENING</b></p> <p>13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p> | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence                             <ul style="list-style-type: none"> <li>Read and listen to understand assonance and consonance—p. 79</li> <li>View an analyze video of President Reagan’s speech—p. 167</li> </ul> </li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> <li>Return to the Essential Question—Chapter 9, TE p. 232</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>Reread text as students listen and look at the related visual—Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Listeners should listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Chapter 3 Poetry in Performance (listen to different online readings performed by various actors)—TE p. 79</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>Take turns reading difficult paragraphs to a partner/listener summarizes content before moving on—TE p. 127</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Researching Your Topic (make sure sources are reliable, accurate, and credible)—p. 4   <ul style="list-style-type: none"> <li>How to Judge</li> </ul> </li> </ul> </li> </ul> </li> </ul> |
| <p><b>EXPRESSION   WRITING</b></p> <p>14. Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.</p>                                  | <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practic                             <ul style="list-style-type: none"> <li>Step 1: Planning                                     <ul style="list-style-type: none"> <li>Planning and Research   <ul style="list-style-type: none"> <li>Find supporting evidence (reliable websites)</li> </ul> </li> <li>Researching Your Topic (print and online)</li> </ul> </li> <li>Step 3: Revising                                     <ul style="list-style-type: none"> <li>Using a computer—p. 6</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>   |

## DIGITAL LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
|   | <ul style="list-style-type: none"> <li>○ Step 4: Editing                             <ul style="list-style-type: none"> <li>○ Using a spelling and grammar checker—p. 8</li> <li>○ Using Spelling and Grammar Checkers—p. 10</li> </ul> </li> <li>● Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Step 1: Planning                                     <ul style="list-style-type: none"> <li>○ Digital Integration—pp. 3 and 4</li> </ul> </li> <li>○ Step 2: Drafting                                     <ul style="list-style-type: none"> <li>○ Digital Integration (use a word processing program)—pp. 5 and 6</li> </ul> </li> <li>○ Step 4: Editing                                     <ul style="list-style-type: none"> <li>○ Digital Integration (use a word processor)—pp. 9 and 10</li> </ul> </li> </ul> </li> </ul>  |
| <p><b>EXPRESSION   WRITING</b></p> <p>15. Utilize digital tools and/or products to enhance meaning.</p> <p><i>Examples: hashtags, videos, slide presentations, audio clips, GIFs, memes; social media platforms</i></p> | <p><b>TEACHER'S EDITION</b></p> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>● Chapter 7 Digital Publishing—TE p. 206</li> <li>● Chapter 8 Using Multimedia—TE p. 220</li> <li>● Chapter 9 Photographic Evidence—TE p. 234</li> <li>● Chapter 10 Incorporating Graphics—TE p. 248</li> <li>● Chapter 11 Posting an Historical Drama—TE p. 262</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>○ Online Publishing and Digital Slide Presentations—p. 11</li> <li>○ Digital Connection (digital slide presentation)—p. 12</li> </ul> </li> </ul> </li> </ul>  |
| <p><b>EXPRESSION   SPEAKING</b></p> <p>16. Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.</p>   | <p><b>TEACHER'S EDITION</b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>● Use multimedia or visual elements to support points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>● Chapter 3 Investigate (multimedia presentation)—TE p. 91</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>● Chapter 8 Using Multimedia—TE p. 220</li> <li>● Chapter 9 Photographic Evidence—TE p. 234</li> <li>● Chapter 10 Incorporating Graphics—TE p. 248</li> <li>● Chapter 11 Posting an Historical Drama—TE p. 262</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>○ Online Publishing and Digital Slide Presentations—p. 11</li> <li>○ Digital Connection (digital slide presentation)—p. 12</li> </ul> </li> </ul> </li> </ul> |

## LANGUAGE LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
| <p>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</p>  |   |
| <p><b>RECEPTION   READING</b><br/>17. Identify the conventions of standard English grammar and usage in writing.</p>   |   |
| <p>a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence.</p> | <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/><b>Language</b></p> <ul style="list-style-type: none"> <li>Simple, Compound (coordinating conjunctions), Complex, and Compound-Complex Sentences—pp. 228–229</li> </ul> <p><i>See also Level D / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/><b>Language</b></p> <ul style="list-style-type: none"> <li>Conjunctions—p. 194</li> </ul> <p><i>See also Level C / Grade 3</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/><b>Language</b></p> <ul style="list-style-type: none"> <li>Subject-Verb Agreement—p. 196</li> </ul>  |
| <p>b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text.</p>                                  | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/><b>Language</b></p> <ul style="list-style-type: none"> <li>Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b><br/><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                         <ul style="list-style-type: none"> <li>Language: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>Additional Practice                         <ul style="list-style-type: none"> <li>Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>Instructional Videos                         <ul style="list-style-type: none"> <li>Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> </ul> |
| <p>c. Evaluate the functions of phrases and clauses in general and their function in specific sentences.</p>   | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/><b>Language</b></p> <ul style="list-style-type: none"> <li>Function of Phrases and Clauses—pp. 200–201</li> </ul> <p><i>continued</i></p>  |

## LANGUAGE LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
|  | <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Function of Phrases and Clauses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Additional Practice: Function of Phrases and Clauses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Function of Phrases and Clauses</li> </ul> </li> </ul>   |
| <p><b>RECEPTION   READING</b></p> <p>18. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.</p> |   |
| <p>a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.</p>                                     | <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 4: Editing Tips                                     <ul style="list-style-type: none"> <li>◦ Editing Checklist: Mechanics   <ul style="list-style-type: none"> <li>• Each sentences begins with a capital letter and ends with the correct punctuation mark.</li> <li>• Quotation marks and other punctuation marks are used correctly; no marks are missing.</li> <li>• Commas are used correctly to separate coordinate adjectives, items in a series, and introductory words and phrases from the rest of a sentence.</li> </ul> </li> </ul> </li> </ul> </li> </ul>   |
| <p><b>RECEPTION   LISTENING</b></p> <p>19. Evaluate a speaker’s organizational choices to determine point of view, purpose, and effectiveness.</p>         | <p><b><u>TEACHER’S EDITION</u></b><br/> <b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155</li> </ul> <p><i>See also related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b><br/> <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)—pp. 92–99</li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Text Structure: “Earth’s Unique Landforms” (Technical Text)—pp. 116–123</li> <li>• Analyzing Points of View: “Watching the Weather” (Scientific Text)—pp. 124–131</li> </ul> |

## LANGUAGE LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
| <p><b>RECEPTION   LISTENING</b></p> <p>20. Identify a speaker’s formality of language in order to comprehend, interpret, and respond appropriately.</p> | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> <li>◦ Use formal English when appropriate?—p. 204</li> </ul> </li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 2, 4, 6, 8, 10</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b>DIGITAL RESOURCE</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> <li>◦ Have I used formal English and avoided slang or informal language?—p. 6</li> </ul> </li> </ul> </li> </ul> |
| <p><b>EXPRESSION   WRITING</b></p> <p>21. Create written work using standard English grammar, usage, and mechanics.</p>                                 |  |
| <p>a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p>                | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Standard Capitalization, Punctuation, and Spelling—p. 230</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (comma or semicolon)—p. 47</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice <ul style="list-style-type: none"> <li>◦ Language: Standard Capitalization, Punctuation, and Spelling</li> </ul> </li> <li>• Additional Practice <ul style="list-style-type: none"> <li>◦ Standard Capitalization, Punctuation, and Spelling</li> </ul> </li> <li>• Instructional Videos <ul style="list-style-type: none"> <li>◦ Standard Capitalization, Punctuation, and Spelling</li> </ul> </li> </ul> <p><i>continued</i></p>   |

## LANGUAGE LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
|   | <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 4: Editing Tips                                     <ul style="list-style-type: none"> <li>◦ Editing Checklist: Mechanics   <ul style="list-style-type: none"> <li>• Each sentences begins with a capital letter and ends with the correct punctuation mark.</li> <li>• Quotation marks and other punctuation marks are used correctly; no marks are missing.</li> <li>• Commas are used correctly to separate coordinate adjectives, items in a series, and introductory words and phrases from the rest of a sentence.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><i>See also Level F / Grade 6</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Punctuation of Nonrestrictive/Paranetical Elements—pp. 244–245</li> </ul> <p><i>See also Level E / Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas—pp. 167, 208</li> </ul> |
| <p>b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas.</p> | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b><br/> <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> </ul>  |
| <p>c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.</p>    | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b><br/> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Phrase and Clause Placement—p. 214</li> <li>• Misplaced Modifiers—p. 215</li> <li>• Dangling Modifiers—p. 245</li> </ul> <p style="text-align: right;"><i>continued</i></p>   |

## LANGUAGE LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
|  | <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Phrase and Clause Placement</li> <li>○ Language: Misplaced Modifiers</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Phrase and Clause Placement</li> <li>○ Misplaced Modifiers Concisely</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Phrase and Clause Placement</li> <li>○ Misplaced Modifiers Concisely</li> </ul> </li> </ul> <p><b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Dangling Modifiers</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Dangling Modifiers</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Dangling Modifiers</li> </ul> </li> </ul> |
| <p><b>EXPRESSION   SPEAKING</b></p> <p>22. Choose language that expresses ideas precisely and concisely.</p> | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Expressing Ideas Precisely and Concisely—p. 258</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Expressing Ideas Precisely and Concisely</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Expressing Ideas Precisely and Concisely</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Expressing Ideas Precisely and Concisely</li> </ul> </li> </ul>  |

## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
| <p>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</p>                              |   |
| <p><b>RECEPTION   READING</b></p> <p>23. Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.</p> | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (primary sources)—p. 48</li> <li>• Cite Evidence (primary and secondary sources)—p. 152</li> </ul> <p style="text-align: right;"><i>continued</i></p> |



## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Comprehension Check (primary and secondary sources)—pp. 49, 153</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (primary source)—p. 51</li> <li>• Cite Evidence (primary sources)—p. 154</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (primary and secondary sources)—pp. 148–151</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question (primary sources)—p. 157</li> </ul> <p><b>Chapter 5 Review</b></p> <ul style="list-style-type: none"> <li>• Primary and secondary sources—p. 159</li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Read a Student Model                             <ul style="list-style-type: none"> <li>○ Getting Information from Trustworthy Sources—pp. 253, 255</li> </ul> </li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Text (trustworthy sources)—TE p. 224</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Online Research—TE p. 15</li> <li>• Chapter 2 Finding Primary Sources Online—TE p. 47</li> <li>• Chapter 3 Poetry in Performance—TE p. 79</li> <li>• Chapter 4 Using Online Tools—TE p. 111</li> <li>• Chapter 5 Read or Research—TE p. 143</li> <li>• Chapter 6 Primary Sources Online—TE p. 167</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Text (trustworthy sources)—TE p. 224</li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model                             <ul style="list-style-type: none"> <li>○ Evidence (identify reliable sources for evidence, such as books, published nonfiction pieces, or trustworthy websites)—TE p. 225,</li> </ul> </li> </ul> |
| <p><b>RECEPTION   READING</b></p> <p>24. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Independent Practice                             <ul style="list-style-type: none"> <li>○ Relevant evidence—p. 178</li> </ul> </li> </ul> <p><b>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model                             <ul style="list-style-type: none"> <li>○ Evidence (evidence should come from trustworthy sources)—p. 225</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>  |

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## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|--|--|
|  | <p><b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Home Connect (find reliable print and online sources of information)—p. 236</li> <li>• Analyze a Student Model                             <ul style="list-style-type: none"> <li>◦ Include a List of Sources (credible and reliable information from trustworthy, expert sources)—p. 240</li> </ul> </li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model                             <ul style="list-style-type: none"> <li>◦ Getting Information from Trustworthy Sources—pp. 253, 255</li> </ul> </li> </ul> <p><b>TEACHER'S EDITION</b><br/><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (validity of a position based on the facts and evidence presented in the text)—TE p. 131</li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Facts and Details (reputable and reliable sources)—TE p. 211</li> </ul>   |
| <p><b>RECEPTION   LISTENING</b></p> <p>25. Use active listening to acquire information and assess its relevance and credibility.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b><br/><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260</li> <li>• Good Speaker/Good Listener Checklist - Did I:                             <ul style="list-style-type: none"> <li>◦ Distinguish claims that are supported by reasons and evidence from claims that are not?—p. 204</li> </ul> </li> </ul> <p><b>TEACHER'S EDITION</b><br/><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Chapter 7, TE p. 29; Chapter 8, TE p. 55; Chapter 9, TE p. 81; Chapter 10, TE p. 107; Chapter 11, TE p. 153</li> </ul> <p><b>DIGITAL RESOURCES</b><br/><b>Chapters 7-11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas                                     <ul style="list-style-type: none"> <li>◦ Ask questions and respond to others' questions and comments</li> <li>◦ Explain a speaker's argument and specific claims</li> <li>◦ Evaluate the evidence that the speaker provides</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|--|--|
|  | <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Speaking and Listening Presentation: Listening Tips—pp. 11 and 12   <ul style="list-style-type: none"> <li>• Listen actively to the speaker with care and respect.</li> <li>• Ask questions when the speaker invites them. Pose questions that lead to elaboration.</li> <li>• Give feedback politely. Focus on the content, not the delivery, of the presentation.</li> </ul> </li> </ul> </li> </ul> </li> </ul>   |
| <p><b>EXPRESSION   WRITING</b></p> <p>26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.</p> <p><i>Examples: a day or two, a single sitting</i></p> | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Chapter 10 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 235                             <ul style="list-style-type: none"> <li>◦ Conduct a research project.</li> </ul> </li> <li>• Home Connect (ask questions/decide on a topic/gather facts and details from several sources)—p. 236</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 Investigate (research living in space and under water)—TE p. 58</li> <li>• Chapter 2 Critical Response (research/create a time line)—TE p. 68</li> <li>• Chapter 3 Investigate (research Thoreau's ideas/give a multimedia presentation)—TE p. 91</li> <li>• Chapter 3 Critical Response (research online/analyze themes/share ideas with a partner)—TE p. 100</li> <li>• Chapter 4 Investigate (research/summarize how landforms are made)—TE p. 123</li> <li>• Chapter 4 Initiate a Debate (research use of technology/take pro or con position)—TE p. 132</li> <li>• Chapter 6 Apply Concepts (research industry and environment)—TE p. 179</li> <li>• Chapter 6 Evaluate (consider claims and reasoning)/research topic)—TE p. 188</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Online Research—TE p. 15</li> <li>• Chapter 2 Finding Primary Sources Online—TE p. 47</li> <li>• Chapter 4 Using Online Tools—TE p. 111</li> <li>• Chapter 5 Read or Research—TE p. 143</li> <li>• Chapter 6 Primary Sources Online—TE p. 167</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Why am I writing?/What is my purpose? (answer questions that came up during planning and research)—p. 2</li> <li>◦ Researching Your Topic—p. 4</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS  | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Assignment/Genre (share information gathered from several sources)—pp. 1 and 2</li> </ul> </li> </ul> </li> </ul>  |
| <p><b>EXPRESSION   WRITING</b></p> <p>27. Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.</p> <p><i>Example: MLA, APA</i></p> | <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 10 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Taking notes (record source/summarize or paraphrase information)—p. 255</li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Gather evidence from credible and reliable information sources—p. 241</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Create: Note-Taking</b></p> <ul style="list-style-type: none"> <li>• Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 241</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Have students work in teams on research reports—TE p. 241</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Researching Your Topic—p. 4   <ul style="list-style-type: none"> <li>• Where to Look</li> <li>• How to Search</li> <li>• How to Judge</li> <li>• How to Take Notes</li> <li>• How to Cite Sources</li> </ul> </li> <li>◦ Digital Tip</li> </ul> </li> <li>◦ Step 4: Editing Tips                                     <ul style="list-style-type: none"> <li>◦ Using Quotations (avoid plagiarism)</li> <li>◦ Citing Sources</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning—pp. 3 and 4                                     <ul style="list-style-type: none"> <li>◦ Finding Supporting Evidence</li> <li>◦ Researching Your Topic</li> <li>◦ Digital Integration</li> <li>◦ Support English Language Learners</li> </ul> </li> </ul> </li> </ul> |

## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
| <p><b>EXPRESSION   SPEAKING</b></p> <p>28. Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details..</p> <p>a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.</p> | <p><b>TEACHER'S EDITION</b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation with claims, supporting facts and details/speak clearly, maintain eye contact with listeners/use multimedia/adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Draw Conclusions (present to class)—TE p. 27</li> <li>• Chapter 1 Write a Hero Story (read to class/evaluate)—TE p. 36</li> <li>• Chapter 2 Investigate (living in space or under water/present findings)—TE p. 58</li> <li>• Chapter 2 Critical Response (create a time line/share with class)—TE p. 68</li> <li>• Chapter 3 Investigate (research Thoreau's ideas/give a multimedia presentation)—TE p. 91</li> <li>• Chapter 3 Critical Response (research online/analyze themes/ share ideas with a partner)—TE p. 100</li> <li>• Chapter 4 Critique (analyze author's style and tone)/present ideas to class)—TE p. 115</li> <li>• Chapter 5 Critical Response (analyze movie adaptations/ share ideas with a partner)—TE p. 156</li> <li>• Chapter 5 Apply Concepts (compare written and delivered speech, speaker techniques, audience response, present findings to the class)—TE p. 171</li> <li>• Chapter 6 Apply Concepts (industry and environment/ analyze claims, look for facts, opinions, and reasoned judgments/share work with the class)—TE p. 179</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 2, 4, 6, 8, 10</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                     <ul style="list-style-type: none"> <li>◦ Speaking Tips (giving an oral presentation)—p. 12                             <ul style="list-style-type: none"> <li>• Use language that suits your audience and the occasion.</li> <li>• Speak loudly and clearly so that everyone can hear and understand you.</li> <li>• Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners.</li> <li>• Change the pitch, rate, and loudness of your voice to express your ideas.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## RESEARCH LITERACY

| GRADE 7 CONTENT STANDARDS | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
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|                           | <ul style="list-style-type: none"> <li>• Make eye contact with your listeners and watch for audience feedback.</li> <li>• If you include visuals, pause to allow your audience to view and respond to them.</li> <li>• Ask your listeners if they have any questions after you have finished speaking. Listen carefully and respectfully to the questions. Take time to think before you respond, and then answer politely.</li> </ul> |

## VOCABULARY LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7  |
|---|---|
| <p>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</p>  |   |
| <p><b>RECEPTION   READING</b></p> <p>29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.</p> <p><i>Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary</i></p> | <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Greek and Latin Affixes—p. 38</li> <li>• Greek and Latin Roots—p. 70</li> <li>• Figurative Language—p. 102</li> <li>• Context Clues—p. 134</li> <li>• Word Meanings (connotations)—p. 158</li> <li>• Word Relationships—pp. 190, 202</li> <li>• Figurative Language: Metaphor and Simile—p. 216</li> <li>• Figurative Language: Hyperbole and Personification—p. 217</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (use a print or online dictionary)—p. 146</li> </ul> <p><b>End-of-Book Resource</b></p> <ul style="list-style-type: none"> <li>• Glossary—pp. 263-269</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Use either a print or online thesaurus or dictionary to find word connotations—TE p. 53</li> </ul> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>• Context clues—TE pp. 67, 123</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—TE pp. 109, 140</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Context clues—TE p. 134</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Consult online dictionaries to find meanings of idiomatic expressions—TE p. 216</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## VOCABULARY LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
|   | <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Conventions of English: Independent Practice (use a thesaurus or dictionary in order to substitute precise or descriptive words for general words)—TE p. 217</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Each Chapter</b></p> <ul style="list-style-type: none"> <li>Student/Teacher Resources                             <ul style="list-style-type: none"> <li>Glossary</li> </ul> </li> </ul>  |
| <p><b>RECEPTION   READING</b></p> <p>30. Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p> | <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Informational Text Reading Selections</b></p> <ul style="list-style-type: none"> <li>Chapter 2 “New Frontiers: The Ocean” (Explanatory Text), pp. 44–51, “Jacques Cousteau—An Aquatic Life” (Biography), pp. 52–59, “The Mariana Trench” (Feature Article), pp. 60–67</li> <li>Chapter 4 “Unusual Weather Patterns” (Web Article), pp. 108–115, “Earth’s Unique Landforms” (Technical Text), pp. 116–123, “Watching the Weather” (Scientific Text), pp. 124–131</li> <li>Chapter 6 “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan” Transcript of a television interview (Reaction to a Speech), pp. 164–171, “What Forests Offer Us” By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece), pp. 172–179, “Save the World’s Forests” By Karen X. Nguyen, Ph.D. (Scientific Text/Opinion Piece), pp. 180–187</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 2, 4, 6</b></p> <ul style="list-style-type: none"> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Chapter 2 “Humanity’s Voyager” (Magazine Article); “Louise Arner Boyd, the “Arctic Diana”” (Biography); “Science: From Fiction to Fact” (Informational Text)</li> <li>Chapter 4 “High-Altitude Ballooning” (Magazine Article); “A Tour of the Atmosphere” (Explanatory Text); “Protect My Business from Their Business” (Letter to the Editor)</li> <li>Chapter 6 “Bearly Enough to Eat” (Magazine Article)/“A Polar Bear Family Struggles” (Documentary Screenplay); “Klondike” (Movie Review); “Thomas Edison and the Light Bulb” (Biography and Web Article)</li> </ul> </li> <li>Assessments: Comprehension Check                             <ul style="list-style-type: none"> <li>Chapter 2 “A Golden Age” (Informational Text); “Mover and Shaker” (Historical Biography); “Marie Curie” (Biography)</li> <li>Chapter 4 “Prevailing Winds and the Age of Discovery” (Informational Text); “Windmills and the Great Plains” (Expository Nonfiction); “Jet Streams and Global Weather Patterns” (Expository Nonfiction)</li> <li>Chapter 6 “The Black Blizzards of 1931” (Informational Text); “The State of Wind Energy” (Newspaper Editorial); “The State of Wind Energy” (Newspaper Editorial)/“Our Winged Friends” (Letter to the Editor)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |



## VOCABULARY LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
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|   | <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Benefits of Space Exploration” (Explanatory Text)</li> <li>◦ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text)</li> <li>◦ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)</li> </ul> </li> </ul>   |
| <p><b>RECEPTION   LISTENING</b></p> <p>31. Infer word meaning through active listening in various contexts for purposeful, effective communication.</p> <p><i>Examples: classroom discussion, oral presentations, digital formats</i></p> | <p><b>TEACHER’S EDITION</b></p> <p><b>Listening and Viewing Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 25; Chapter 3, TE p. 81; Chapter 4, TE p. 121; Chapter 5, TE p. 145; Chapter 6, TE p. 177</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• Chapter 2, TE p. 49</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 3, p. 97; Chapter 4, p. 129; Chapter 6, p. 169; Chapter 6, p. 177; Chapter 7, p. 202; Chapter 8, p. 217; Chapter 9, p. 231; Chapter 10, p. 245; Chapter 11, p. 255; Chapter 11, p. 259</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Listening Tips (listen to an oral presentation)—p. 12   <ul style="list-style-type: none"> <li>• Keep your eyes on the presenter and focus your mind on the ideas.</li> <li>• Make connections between what you hear and what you already know.</li> <li>• Take notes. Include questions you want to ask or points you wish to make.</li> </ul> </li> </ul> </li> </ul> </li> </ul> |

## VOCABULARY LITERACY

| GRADE 7 CONTENT STANDARDS   | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
|---|--|
| <p><b>EXPRESSION   WRITING</b></p> <p>32. Apply vocabulary in writing to convey and enhance meaning.</p>  | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meanings—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Word Meanings (connotations)—p. 158</li> <li>Word Relationships—pp. 190, 202</li> <li>Figurative Language: Metaphor and Simile—p. 216</li> <li>Figurative Language: Hyperbole and Personification—p. 217</li> </ul> <p><b>Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>Adding Sensory Language to Bring Events to Life—pp. 197, 199</li> <li>Using Dialogue to Make Characters More Realistic—pp. 198, 199</li> <li>Using Precise Language to Describe Actions—pp. 198, 199</li> </ul> <p><b>Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Using Precise Language—pp. 211, 213</li> </ul> <p><b>Write Evidence-Based Texts</b></p> <ul style="list-style-type: none"> <li>Including Definitions of Unfamiliar Words—pp. 225, 227</li> </ul> <p><b>Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Using Precise Language—pp. 239, 242</li> </ul> |
| <p><b>EXPRESSION   SPEAKING</b></p> <p>33. Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.</p> | <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Important aspects of a speech (word choice)—Chapter 6, TE p. 169</li> </ul> <p><i>See related content</i></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Literary Language: “A Valentine”/“Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 76–83</li> </ul> <p><i>continued</i></p>  |

## VOCABULARY LITERACY

| GRADE 7 CONTENT STANDARDS | PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7   |
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|                           | <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Word Meanings: “Unusual Weather Patterns” (Web Article)—pp. 108-115</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language—p. 102</li> <li>Word Meanings (connotations)—p. 158</li> <li>Word Relationships—pp. 190, 202</li> <li>Figurative Language: Metaphor and Simile—p. 216</li> <li>Figurative Language: Hyperbole and Personification—p. 217</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Step 3: Revising                     <ul style="list-style-type: none"> <li>Word Choice—p. 6                             <ul style="list-style-type: none"> <li>Have I used specialized terms correctly and checked their definitions?</li> <li>Have I provided definitions for terms readers may not know?</li> </ul> </li> </ul> </li> </ul> </li> </ul> |