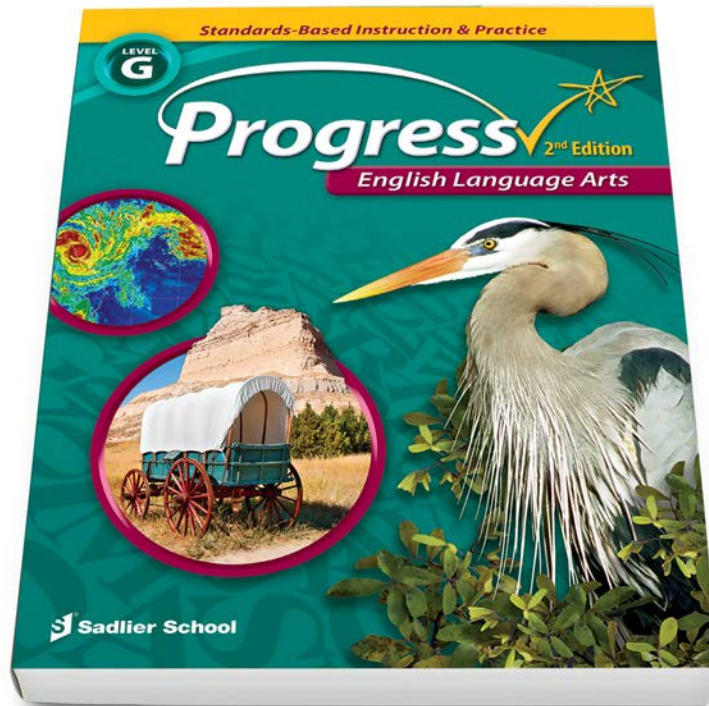


Progress

English Language Arts 2nd Edition

Correlation to the New York State Next Generation
English Language Arts Learning Standards

Grade 7



Contents

7 th Grade Reading Standards (Literary and Informational Text)	2
7 th Grade Writing Standards.	13
7 th Grade Speaking and Listening Standards.	24
7 th Grade Language Standards.	31

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

Key Ideas and Details

7RI: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Drawing Inferences: “Reaching for the Top” (Realistic Fiction)—pp. 12–19
- Chapter 1 Review: “The Drummer” (Realistic Fiction)/“Hua Mulan” (Realistic Fiction)—pp. 39–40

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Chapter 1 Drawing Inferences
- Additional Practice
 - Chapter 1 Drawing Inferences: “Mother of Hope” (Poem)
- Assessments
 - Comprehension Check
 - Chapter 1 Drawing Inferences: “Beowulf Slays the Dragon” (Anglo-Saxon Myth)
- Close Reading Practice
 - Chapter 1 “Theseus and the Minotaur” (Myth)
 - Chapter 1 Close Reading Lesson Plan
- Parent Resources
 - Chapter 1 Home Connect
 - Chapter 1 Home Connect Activity: What I Infer (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 2 Key Ideas and Details: Informational Texts

- Drawing Inferences: “New Frontiers: The Ocean” (Explanatory Text)—pp. 44–51
- Chapter 2 Review: “Going Up”/“Going Nowhere”—pp. 71–72

DIGITAL RESOURCES

Chapter 2 Key Ideas and Details: Informational Texts

- Instruction & Practice
 - Chapter 2 Drawing Inferences
- Additional Practice
 - Chapter 2 Drawing Inferences: “Humanity’s Voyager” (Magazine Article)
- Assessments
 - Comprehension Check
 - Chapter 2 Drawing Inferences: “A Golden Age” (Informational Text)
- Close Reading Practice
 - Chapter 2 “Benefits of Space Exploration” (Explanatory Text)
 - Chapter 2 Close Reading Lesson Plan

continued

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 2 Home Connect ○ Chapter 2 Home Connect Conversation Starter: Clues and Inference (graphic organizer)
<p>7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Theme: “Ann Smith Franklin” (Historical Fiction)—pp. 20–27 • Chapter 1 Review: “The Drummer” (Realistic Fiction)/“Hua Mulan” (Realistic Fiction)—pp. 39–40 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Analyzing Theme • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Analyzing Theme: “On the Ruel Ferry” (Science Fiction) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme: “The Nika Revolt” (Byzantine Tale) • Instructional Videos <ul style="list-style-type: none"> ○ Analyzing Literary Theme • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Theseus and the Minotaur” (Myth) ○ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect On the Go: Overall Message/ Theme and Summary of a Poem (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Central Ideas: “Jacques Cousteau—An Aquatic Life” (Biography)—pp. 52–59 • Chapter 2 Review: “Going Up”/“Going Nowhere”—pp. 71–72 <p>DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining Central Ideas • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining Central Ideas: “Louise Arner Boyd, the “Arctic Diana”” (Biography) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas: “Mover and Shaker” (Historical Biography) <p style="text-align: right;"><i>continued</i></p>

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Analyzing Texts: “Marie Curie” (Biography) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Texts • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Benefits of Space Exploration” (Explanatory Text) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Activity: Ideas that Influence People and Historical Events (graphic organizer)

Craft and Structure

<p>7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p style="text-align: center;"><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Literary Language: “A Valentine”/“Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 76–83 • Chapter 3 Review: “Rehearsing with a Friend”/Gwen’s Diary”—pp. 103–104 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Literary Language • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Literary Language: “A Woman’s Place” (Scene from a Screenplay) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Literary Language: “The Town Mouse and the Country Mouse” (Aesop Fable) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “Toward the Unknown River” (Adventure, based on actual events) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Activity: Denotations and Connotations (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Word Meanings: “Unusual Weather Patterns” (Web Article)—pp. 108–115 • Chapter 4 Review: “The Hurricane Hunters”/Space Weather”—pp. 135–136 <p style="text-align: right;"><i>continued</i></p>
--	---

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Word Meaning • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Word Meanings: “High-Altitude Ballooning” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Word Meanings: “Prevailing Winds and the Age of Discovery” (Informational Text) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Figurative Language (graphic organizer)
<p>7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 84–91 • Chapter 3 Review: “Rehearsing with a Friend”/Gwen’s Diary”—pp. 103–104 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Dramatic Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Dramatic Structure: “Shared Space” (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Dramatic Structure: “We Can Make It Happen” (Drama) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Dramatic Structure • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “Toward the Unknown River” (Adventure, based on actual events) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Structure: Compare Poem and Play (graphic organizer)

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: “Earth’s Unique Landforms” (Technical Text)—pp. 116–123 • Chapter 4 Review: “The Hurricane Hunters”/“Space Weather”—pp. 135–136 <p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Text Structure: “A Tour of the Atmosphere” (Explanatory Text) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Windmills and the Great Plains” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Text Structure • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) ○ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect ○ Chapter 4 Home Connect Activity: Organization/Structure of Text (graphic organizer)
<p>7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)—pp. 92–99 • Chapter 3 Review: “Rehearsing with a Friend”/“Gwen’s Diary”—pp. 103–104 <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 3 Analyzing Point of View: • Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Analyzing Point of View: “The Girl in the Meadow” (Realistic Fiction) <p style="text-align: right;"><i>continued</i></p>

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)</p>	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “Citizen Soldier” (Legend) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 3 “Toward the Unknown River” (Adventure, based on actual events) ○ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect Conversation Starter: Retell Story from a Different Point of View (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Points of View: “Watching the Weather” (Scientific Text)—pp. 124–131 • Chapter 4 Review: “The Hurricane Hunters”/Space Weather”—pp. 135–136 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Points of View • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Points of View: “Protect My Business from Their Business” (Letter to the Editor) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Points of View: “Jet Streams and Global Weather Patterns” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) ○ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect ○ Chapter 4 Home Connect Conversation Starter: Compare Two Points of View (graphic organizer)

Integration of Knowledge and Ideas

<p>7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Versions: “The Last of the Mohicans” by James Fenimore Cooper (Historical Fiction, <p style="text-align: right;"><i>continued</i></p>
---	--

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
-------------------------------------	--

	<p>excerpt)/"Exciting Mohicans Diverges from the Novel" (Movie Review)—pp. 140–147</p> <ul style="list-style-type: none"> • Connect Across Tests <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 156 • Chapter 5 Review: "Great Plains"/"A Plains Family Moves West"/"Joe's Letter"—pp. 159–160 <p>DIGITAL RESOURCES</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Versions • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Versions: "Journal of Juan de Zubileta" (Journal)/"The Rescue" (One-Act Play) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Versions: "Storm and Stampede" (Historical Fiction)/"Wild Ride" (Movie Review) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 5 "A Plains Family Moves West" (Historical Fiction)/"Great Plains" (Movie Review) ◦ Chapter 5 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect ◦ Chapter 5 Home Connect Activity: Compare Original Text and Multimedia Version (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • 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 • Connect Across Tests <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 175 • Chapter 6 Review: "Cloud Computing: An Interview"/Cloud Computing: An Opinion—pp. 191–192 <p>DIGITAL RESOURCES</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing Media Presentations • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Comparing Media Presentations: "Bearly Enough to Eat" (Magazine Article)/"A Polar Bear Family Struggles" (Documentary Screenplay) <p style="text-align: right;"><i>continued</i></p>
--	--

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Comparing Media Presentations: “The Black Blizzards of 1931” (Informational Text) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/”Dark Wyoming” (Movie Review) ○ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect ○ Chapter 6 Home Connect On the Go: Compare Print and Audio or Video Versions (graphic organizer)
<p>7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)</p>	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Evaluating Arguments: “What Forests Offer Us” By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172–179 • Chapter 6 Review: “Cloud Computing: An Interview”/Cloud Computing: An Opinion”—pp. 191–192 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 6 Evaluating Arguments • Additional Practice <ul style="list-style-type: none"> ○ Chapter 6 Evaluating Arguments: “Klondike” (Movie Review) • Instructional Videos <ul style="list-style-type: none"> ○ Chapter 6 Evaluating Arguments • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Arguments: “The State of Wind Energy” (Newspaper Editorial) • Instructional Videos <ul style="list-style-type: none"> ○ Evaluating Arguments • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/”Dark Wyoming” (Movie Review) ○ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect Conversation Starter: Evaluate Reasons and Evidence (graphic organizer) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect ○ Chapter 6 Home Connect Conversation Starter: Pros and Cons of an Argument (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

See the following instructional and practice opportunities for students to cite evidence from complex texts in response to text-dependent questions—

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- Cite Evidence—pp. 12-15, 20-23, 28-31, 76-79, 84-87, 92-95, 140-143, 148-151
- Comprehension Check—pp. 15, 23, 31, 79, 87, 95, 143, 151

Guided Practice

- Cite Evidence—pp. 16, 24, 32, 80, 88, 96, 144, 152
- Comprehension Check—pp. 17, 25, 33, 81, 89, 97, 145, 153

Independent Practice

- Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154
- Comprehension Check—pp. 19, 27, 35, 83, 91, 99, 147, 155

Connect Across Text

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 37, 101, 141

TEACHER'S EDITION

Independent Practice

- Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- Cite Evidence—pp. 44-47, 52-55, 60-63, 108-111, 116-119, 124-127, 164-167, 172-175, 180-183
- Comprehension Check—pp. 47, 55, 63, 111, 119, 127, 167, 175, 183

Guided Practice

- Cite Evidence—pp. 48, 56, 64, 112, 120, 128, 168, 176, 184
- Comprehension Check—pp. 49, 57, 65, 113, 121, 129, 169, 177, 185

Independent Practice

- Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186
- Comprehension Check—pp. 51, 59, 67, 115, 123, 131, 171, 179, 187

Connect Across Text

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 69, 133, 189

TEACHER'S EDITION

Independent Practice

- Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Comparing and Contrasting Historical Accounts: “Journal of a British Officer” (Historical Account)—pp. 148-155
- Connect Across Tests
 - Compare and Contrast Texts—p. 156
- Chapter 5 Review: “Great Plains”/“A Plains Family Moves West”/“Joe’s Letter”—pp. 159-160

DIGITAL RESOURCES

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Instruction & Practice
 - Chapter 5 Comparing and Contrasting Historical Accounts
- Additional Practice
 - Chapter 5 Comparing and Contrasting Historical Accounts: “Robin Hood” (Animated Legend)/“In the Time of “Bad King John”” (Historical Nonfiction)
- Assessments
 - Comprehension Check
 - Chapter 5 Comparing and Contrasting Historical Accounts: “Historic Sketches of the Cattle Trade” (Narrative Nonfiction)/“Storm and Stampede” (Historical Fiction)
- Instructional Videos
 - Chapter 5 Comparing and Contrasting Historical Accounts
- Close Reading Practice
 - Chapter 5 “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)
 - Chapter 5 Close Reading Lesson Plan
- Parent Resources
 - Chapter 5 Home Connect
 - Chapter 5 Home Connect On the Go: Compare Fictional and Historical Accounts (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Analyzing the Presentation of Ideas: “Save the World’s Forests” By Karen X. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 180-187
- Connect Across Tests
 - Compare and Contrast Texts—p. 188
 - Extend Thinking: Construct (compare speeches)

continued

7TH Grade Reading Standards (Literary and Informational Text) | 7R

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing the Presentation of Idea • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing the Presentation of Ideas: “Thomas Edison and the Light Bulb” (Biography and Web Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing the Presentation of Ideas: “The State of Wind Energy” (Newspaper Editorial)/“Our Winged Friends” (Letter to the Editor) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Activity: Compare Differing Opinions on the Same Topic (graphic organizer)

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>Text Types and Purposes</p>	
<p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 249–251 • Analyze a student model then outline and draft an opinion piece—pp. 252–255 • Assignment: Final draft—p. 262 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 251A • Genre: Opinion Piece—TE p. 252 <p><u>DIGITAL RESOURCES</u> Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Additional Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Opinion Pieces <p style="text-align: right;"><i>continued</i></p>

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 11 Home Connect ◦ Chapter 11 Home Connect Conversation Starter: Claims and Counterclaims (graphic organizer) <p><i>See also</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> • Evaluating Arguments: "What Forests Offer Us" By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172-179 <p>TEACHER'S EDITION Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 4 Initiate a Debate (pros and cons of use of technology)—p. 132 • Chapter 5 Critical Response (analyze movie adaptations)—p. 156 • Chapter 6 Apply Concepts (analyze claims, look for facts, opinions, and reasoned judgments)—p. 179 • Chapter 6 Evaluate (consider claims and reasoning)—p. 188
<p>7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Presenting the Claim—pp. 252, 255 • Creating an Organizational Structure—pp. 252, 255 • Giving Background Information in the Introduction—pp. 252, 255 • Addressing Opposing Claims—pp. 253, 255 <p><i>See also</i></p> <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Does the beginning introduce the topic clearly?/Is the information presented in a logical fashion?—p. 6
<p>7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Getting Information from Trustworthy Sources—pp. 253, 255 • Using Logical Reasoning to Support an Argument—pp. 253, 255 <p><i>See also</i></p> <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I included accurate and reliable information from my research?—p. 6

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>7W1c: Use precise language and content-specific vocabulary to argue a claim.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Precise Language—pp. 238, 242 <p><u>TEACHER'S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms that readers might not know?—p. 6
<p>7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using clear transition words, phrases, and clauses to connect claims, reasons, and evidence.—pp. 240, 241 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used linking words to connect ideas between sentences and across paragraphs?—p. 6
<p>7W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Creating a Conclusion with a Call to Action—pp. 254, 255 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Do I have a concluding section that relates to my topic?—p. 6
<p>7W1f: Maintain a style and tone appropriate to the writing task.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using a Formal Style—pp. 252, 255 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used formal English and avoided slang or informal language?—p. 6

7TH Grade Writing Standards | 7W

7TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INFORMATIVE/EXPLANATORY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209
- Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213
- Assignment: Final draft—p. 220

TEACHER'S EDITION

- Learning Progressions—TE p. 209A
- Genre: Informative/Explanatory Text—TE p. 210

DIGITAL RESOURCES

Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts

- Instruction & Practice
 - Writing Informative/Explanatory Text
- Additional Practice
 - Writing Informative/Explanatory Text
- Instructional Videos
 - Writing Informative/Explanatory Text
- Parent Resources
 - Chapter 8 Home Connect
 - Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer)

EVIDENCE-BASED ESSAYS

Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223
- Analyze a student model then outline and write an informative/explanatory first draft—pp. 224–227
- Assignment: Final draft—p. 234

TEACHER'S EDITION

- Learning Progressions—TE p. 223A
- Genre: Evidence-Based Essays—TE p. 224

DIGITAL RESOURCES

Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- Instruction & Practice
 - Writing Evidence-Based Essays
- Additional Practice
 - Writing Evidence-Based Essays
- Instructional Videos
 - Writing Evidence-Based Essays
- Parent Resources
 - Chapter 9 Home Connect

continued

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> ○ Chapter 9 Home Connect On the Go: Create a Timeline, Project Details, and Main Ideas (graphic organizer) <p style="text-align: center;">RESEARCH REPORTS</p> <p>Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> ● Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 235–237 ● Analyze a student model then outline and write a first draft of a research report—pp. 238–242 ● Assignment: Final draft—p. 248 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> ● Learning Progressions—TE p. 237A ● Genre: Research Report—TE p. 238 <p>DIGITAL RESOURCES</p> <p>Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Writing Research Reports ● Additional Practice <ul style="list-style-type: none"> ○ Writing Research Reports ● Instructional Videos <ul style="list-style-type: none"> ○ Writing Research Reports ● Parent Resources <ul style="list-style-type: none"> ○ Chapter 10 Home Connect ○ Chapter 10 Home Connect Activity: Opinion and Reasons (graphic organizer)
<p>7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <ul style="list-style-type: none"> ● Creating an Organizational Structure—pp. 210, 213, 224, 227, 238, 242 ● Creating an Introduction to Preview the Topic—pp. 210, 213 ● Organizing Information by Idea—pp. 210, 213 ● Including Background Information—pp. 225, 227 ● Showing Cause-and-Effect Relationships—pp. 225, 227 <p><i>See also</i></p> <p>DIGITAL RESOURCE</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ○ Does the beginning introduce the topic clearly?/Is the information presented in a logical fashion?—p. 6
<p>7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <ul style="list-style-type: none"> ● Including Necessary Facts, Details, and Examples—pp. 211, 213, 239, 242 ● Providing Graphics That Make Information Clear—pp. 212, 213, 240, 242 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> Using Headings to Show Organizational Structure—pp. 224, 227 Adding Evidence to Support Ideas—pp. 225, 227 Adding Multimedia Elements—pp. 226, 227 <p>See also</p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I included accurate and reliable information from my research?—p. 6
<p>7W2c: Use precise language and content-specific vocabulary to explain a topic.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Precise Language—pp. 211, 213, 239, 242 Including Definitions of Unfamiliar Words—pp. 225, 227 <p><u>TEACHER'S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182 <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6
<p>7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Transitions to Connect Ideas—pp. 211, 213, 226, 227 Using Transitions to Show a Cause-Effect Link—pp. 238, 242 <p>See also</p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used linking words to connect ideas between sentences and across paragraphs?—p. 6
<p>7W2e: Provide a concluding statement or section that explains the significance of the information presented.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Summing Up Ideas in a Conclusion—pp. 212, 213 Providing a Conclusion That Shows Results—pp. 226, 227 Writing a Conclusion—pp. 240, 242 Including a List of Sources—pp. 240, 242 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do I have a concluding section that relates to my topic?—p. 6
<p>7W2f: Establish and maintain a style appropriate to the writing task.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Adopting a Formal Style—pp. 226, 227, 239, 242 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used formal English and avoided slang or informal language?—p. 6
<p>7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193-195 • Analyze a student model then outline and write a fictional narrative—pp. 196-199 • Assignment: Final draft—p. 206 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Nonfictional Narratives • Additional Practice <ul style="list-style-type: none"> ◦ Write Nonfictional Narratives • Instructional Videos <ul style="list-style-type: none"> ◦ Write Nonfictional Narratives • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 7 Home Connect ◦ Chapter 7 Home Connect On the Go: Prewriting Chart (graphic organizer)
<p>7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 196, 199 • Choosing an Meaningful Title—pp. 197, 199 • Establishing a Point of View—pp. 197, 199

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Varying Pacing—pp. 197, 199 • Using Dialogue to Make Characters More Realistic—pp. 198, 199 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Does my writer's voice sound interesting and well informed?/Have I avoided using the same words over and over?—p. 6
<p>7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Transitions to Connect Events—pp. 197, 199 <p><i>See also</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Function of Phrases and Clauses—p. 200 <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used linking words to connect ideas between sentences and across paragraphs?—p. 6
<p>7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Adding Sensory Language to Bring Events to Life—pp. 197, 199 • Using Precise Language to Describe Actions—pp. 198, 199 <p><i>See also</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Word Meanings—p. 158 <p><u>TEACHER'S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary—TE 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 <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Conclusion That Leaves the Reader with a Final Thought—pp. 198, 199 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do I have a concluding section that relates to my topic?—p. 6
<p>7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter Review</p> <ul style="list-style-type: none"> • Write About It (create a response to the text)—pp. 40, 72, 104, 136, 160, 192 <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Analyze a student model then outline and write a nonfictional narrative based on personal experiences—pp. 196–199 • Assignment: Final draft—p. 206 <p><u>TEACHER'S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Write a Hero Story (read to class/evaluate)—TE p. 36 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Write a poem/write a verse or two for a song—Chapter 8, TE p. 217;
<p>7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable..</p>	<p style="text-align: center;">LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 12–16, 20–24, 28–32, 76–80, 84–88, 92–96, 140–144, 148–152 • Check Comprehension—pp. 13, 15, 17 21, 23, 25 29, 31, 33 77, 79, 81 85, 87, 89 93, 95, 97 141, 143, 145 149, 151, 153 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154 • Check Comprehension—pp. 19, 27, 43, 83, 91, 107, 147, 155 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 36–37, 102–103, 156–157 <p><u>TEACHER'S EDITION</u> Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p style="text-align: center;"><i>INFORMATIONAL TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 44–48, 52–56, 60–64, 108–112, 116–120, 124–128, 164–168, 172–176, 180–184 • Check Comprehension—pp. 45, 47, 49, 53, 55, 57, 61, 63, 65, 109, 111, 113, 117, 119, 121, 125, 127, 129, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186 • Check Comprehension—pp. 51, 59, 75, 115, 123, 139, 171, 179, 187 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 68–69, 132–133, 188–189 <p><u>TEACHER’S EDITION</u> Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187

Research to Build and Present Knowledge

<p>7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check—p. 235 <ul style="list-style-type: none"> ◦ Conduct a research project. • Home Connect (ask questions/decide on a topic/gather facts and details from several sources)—p. 236 <p><u>TEACHER’S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 2 Investigate (research living in space and under water)—TE p. 58 • Chapter 2 Critical Response (research/create a time line)—TE p. 68 • Chapter 3 Investigate (research Thoreau’s ideas/give a multimedia presentation)—TE p. 91 • Chapter 3 Critical Response (research online/analyze themes/share ideas with a partner)—TE p. 100 • Chapter 4 Investigate (research/summarize how landforms are made)—TE p. 123 • Chapter 4 Initiate a Debate (research use of technology/take pro or con position)—TE p. 132 • Chapter 6 Apply Concepts (research industry and environment)—TE p. 179 • Chapter 6 Evaluate (consider claims and reasoning)/research topic)—TE p. 188 <p style="text-align: right;"><i>continued</i></p>
---	--

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 3 Online Research—TE p. 79 • Chapter 4 Using Online Tools—TE p. 111 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Why am I writing?/What is my purpose? (answer questions that came up during planning and research)—p. 2 ◦ Researching Your Topic—p. 4 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Assignment/Genre (share information gathered from several sources)—pp. 1 and 2
<p>7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Taking notes (record source/summarize or paraphrase information)—p. 255 <p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Gather evidence from credible and reliable information sources—p. 241 <p><u>TEACHER'S EDITION</u></p> <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 241 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Have students work in teams on research reports—TE p. 241 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic—p. 4 <ul style="list-style-type: none"> ◦ Where to Look ◦ How to Search ◦ How to Judge ◦ How to Take Notes ◦ How to Cite Sources ◦ Digital Tip ◦ Step 4: Editing Tips <ul style="list-style-type: none"> ◦ Using Quotations (avoid plagiarism) ◦ Citing Sources <p style="text-align: right;"><i>continued</i></p>

7TH Grade Writing Standards | 7W

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> ◦ Finding Supporting Evidence ◦ Researching Your Topic ◦ Digital Integration ◦ Support English Language Learners

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
-------------------------------------	--

Comprehension and Collaboration

<p>7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	<p><u>TEACHER'S EDITION</u> Peer Collaboration</p> <ul style="list-style-type: none"> • 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 <p>Discussion Skills</p> <ul style="list-style-type: none"> • 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 <p>Turn and Talk</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 17; Chapter 3, TE p. 89; Chapter 6, TE p. 185
<p>7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Analyze Literary Elements (be prepared to discuss your ideas with the class)—Chapter 1, p. 36 • Support a Claim (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132 • Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (be prepared for small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Come to the discussion prepared and stay on the topic?—p. 204 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion; follow discussion rules)—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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Help define individual roles during discussions?—p. 204 <p><u>TEACHER’S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Follow rules of collegial discussion—Chapter 7, TE p. 204; Chapter 10, TE p. 246 • Assign roles, such as Facilitator, Timekeeper, Note-taker, and Reporter—Chapter 4, TE p. 121; Chapter 5, TE p. 145; Chapter 6, TE p. 169 <p><u>DIGITAL RESOURCES</u> Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (follow rules for discussion/choose discussion leader/establish an order for speaking/keep track of group goals)
<p>7SL1c: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion)—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 <p><u>TEACHER’S EDITION</u> Peer Collaboration</p> <ul style="list-style-type: none"> • Ask questions—Chapter 3, p. 97; Chapter 11, TE p. 259 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p>Discussion Skills</p> <ul style="list-style-type: none"> • Pose questions/respectfully request evidence, clarification, elaboration, rephrasing, and examples as needed—TE pp. 17, 25, 33, 49, 57, 65, 81, 89, 97, 113, 121, 129, 145, 153, 169, 177, 185, 204, 218, 232, 246, 260 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listeners should listen attentively and ask questions—TE pp. 35, 67, 99, 131, 187 <p><u>DIGITAL RESOURCES</u> Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions and respond to other’s questions and comments)
<p>7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion, agree/disagree organizer)—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 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Revise my own views when presented with new evidence or information?—p. 204 <p><u>TEACHER’S EDITION</u></p> <p>Turn and Talk</p> <ul style="list-style-type: none"> • Discuss and revise answers to comprehension questions with a partner—Chapter 1 Turn and Talk, TE p. 25; Chapter 3 Turn and Talk, TE p. 81; Chapter 6 Turn and Talk, TE p. 185 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively and ask questions/elicited responses from students of different cultural backgrounds—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 <p>Evaluate a Writer’s Work</p> <ul style="list-style-type: none"> • Answer opposing claims effectively—TE p. 254 <p><u>DIGITAL RESOURCES</u> Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints)

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Versions: “The Last of the Mohicans” by James Fenimore Cooper (Historical Fiction, excerpt)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 140–147 <p><u>DIGITAL RESOURCES</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 5 Home Connect Chapter 5 Home Connect Activity: Compare Original Text and Multimedia Version (graphic organizer)
<p>7SL3: Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question—Chapter 7, p. 204 (support point of view with reason and examples); Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> Distinguish claims that are supported by reasons and evidence from claims that are not?—p. 204 <p><u>TEACHER’S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> Evaluate others’ opinions—Chapter 9, TE p. 232 <p>Review</p> <ul style="list-style-type: none"> Evaluate an Argument (reasoned judgments are supported by evidence, facts are true statements that can be verified, and opinions are someone’s viewpoint that is not supported by evidence)—TE p. 182 <p>Evaluate a Writer’s Work</p> <ul style="list-style-type: none"> Evaluate the evidence used to support the claim (evidence-based text must use facts to support its ideas)—TE p. 226 <p><u>DIGITAL RESOURCES</u> Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (explain a speaker’s argument and specific claims) <p style="text-align: right;"><i>continued</i></p>

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> Evaluating Arguments: "What Forests Offer Us" By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172-179 <p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Evaluating Arguments Parent Resources <ul style="list-style-type: none"> Chapter 6 Home Connect Chapter 6 Home Connect Conversation Starter: Pros and Cons of an Argument (graphic organizer)

Presentation of Knowledge and Ideas

<p>7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question—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 Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> Present relevant claims and other ideas in a logical manner? Speak at correct volume, use clear pronunciation, and make eye contact?—p. 204 <p>TEACHER'S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> 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 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 1 Draw Conclusions (present to class)—TE p. 27 Chapter 1 Write a Hero Story (read to class/evaluate)—TE p. 36 Chapter 2 Investigate (living in space or under water/present findings)—TE p. 58 Chapter 2 Critical Response (create a time line/share with class)—TE p. 68 Chapter 3 Investigate (research Thoreau's ideas/give a multimedia presentation)—TE p. 91 Chapter 3 Critical Response (research online/analyze themes/ share ideas with a partner)—TE p. 100 <p style="text-align: right;"><i>continued</i></p>
--	---

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Chapter 4 Critique (analyze author’s style and tone)/present ideas to class)—TE p. 115 • Chapter 5 Critical Response (analyze movie adaptations/share ideas with a partner)—TE p. 156 • Chapter 5 Apply Concepts (compare written and delivered speech, speaker techniques, audience response, present findings to the class)—TE p. 171 • Chapter 6 Apply Concepts (industry and environment/analyze claims, look for facts, opinions, and reasoned judgments/share work with the class)—TE p. 179 <p>DIGITAL RESOURCES Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips (giving an oral presentation)—p. 12 <ul style="list-style-type: none"> ◦ Use language that suits your audience and the occasion. ◦ Speak loudly and clearly so that everyone can hear and understand you. ◦ Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners. ◦ Change the pitch, rate, and loudness of your voice to express your ideas. ◦ Make eye contact with your listeners and watch for audience feedback. ◦ If you include visuals, pause to allow your audience to view and respond to them. ◦ 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. <p><i>See related content (working on phrasing, expression, intonation, rate, and accuracy)</i></p> <p>DIGITAL RESOURCES Fluency Practice (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Courage in the Water” (Realistic Fiction) ◦ Chapter 2 “A Man on the Moon” (Explanatory Text with Speech) ◦ Chapter 3 “A Valentine” (Poetry) ◦ Chapter 4 “Hurricanes: Earth’s Most Violent Storms” (Technical Text) ◦ Chapter 5 “The Last of the Mohicans” (Historical Fiction) <p style="text-align: right;"><i>continued</i></p>

7TH Grade Speaking and Listening Standards | 7SL

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<ul style="list-style-type: none"> ○ Chapter 6 “Save the World’s Forests” (Scientific Text/Opinion Piece) ● Fluency Practice: Teaching Suggestions The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.
<p>7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> ● Use multimedia/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 <p>Extend Thinking</p> <ul style="list-style-type: none"> ● Critical Response (prepare timeline and share with class)—TE p. 68 ● Investigate (present findings in a paper or multimedia presentation.)—TE p. 91 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Step 5: Producing, Publishing and Presenting <ul style="list-style-type: none"> ○ Speaking Tips (when using visuals or audio, pause to allow your audience to respond to them)—p. 12 ● Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Step 5: Producing, Publishing and Presenting <ul style="list-style-type: none"> ○ Assignment: Digital Presentation (multimedia presentations)—pp. 11 and 12 <p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> ● 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
<p>7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> ● Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ○ Use formal English when appropriate?—p. 204 <p>TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapters 2, 4, 6, 8, 10</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate) <p><i>See related content</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used formal English and avoided slang or informal language?—p. 6

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>Conventions of Academic English/Language for Learning</p>	
<p>ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>Core Conventions Skills for Grades 6→8:</p>	
<ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, and possessive). 	<p><i>See Level F / Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Case of Pronouns—pp. 200–202 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Case of Pronouns • Additional Practice <ul style="list-style-type: none"> ◦ Additional Practice: Case of Pronouns • Instructional Videos <ul style="list-style-type: none"> ◦ Case of Pronouns

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in pronoun number and person. 	<p><i>See Level F / Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Pronoun Number and Person—pp. 228–239 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Pronoun Number and Person Additional Practice <ul style="list-style-type: none"> Additional Practice: Pronoun Number and Person; Instructional Videos <ul style="list-style-type: none"> Pronoun Number and Person
<ul style="list-style-type: none"> Recognize and correct pronouns that have unclear or ambiguous antecedents. 	<p><i>See Level F / Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Vague Pronouns—pp. 230–231 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Vague Pronouns Additional Practice <ul style="list-style-type: none"> Additional Practice: Vague Pronouns Instructional Videos <ul style="list-style-type: none"> Vague Pronouns
<ul style="list-style-type: none"> Explain the function of phrases and clauses in general, as well as in specific sentences. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Function of Phrases and Clauses—pp. 200–201 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Function of Phrases and Clauses Additional Practice <ul style="list-style-type: none"> Additional Practice: Function of Phrases and Clauses Instructional Videos <ul style="list-style-type: none"> Function of Phrases and Clauses
<ul style="list-style-type: none"> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Phrase and Clause Placement—p. 214 Misplaced Modifiers—p. 215 Dangling Modifiers—p. 245 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Phrase and Clause Placement ○ Language: Misplaced Modifiers • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Phrase and Clause Placement; Misplaced Modifiers • Instructional Videos <ul style="list-style-type: none"> ○ Phrases and Clause Placement ○ Misplaced Modifiers <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Dangling Modifiers • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Dangling Modifiers • Instructional Videos <ul style="list-style-type: none"> ○ Dangling Modifiers
<ul style="list-style-type: none"> • Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Simple, Compound, Complex, and Compound-Complex Sentences • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Simple, Compound, Complex, and Compound-Complex Sentences
<ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives). 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verbals and Verbal Phrases—pp. 243–244 <p><u>DIGITAL RESOURCES</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verbals and Verb Phrases • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Verbals and Verbal Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Verbals and Verbal Phrases

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<ul style="list-style-type: none"> Form and use verbs in the active and passive voice. 	<p><i>See Level F / Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Conventions of English (change passive voice to active voice)—pp. 216–217 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Conventions of English Additional Practice <ul style="list-style-type: none"> Conventions of English (active voice/passive voice) Instructional Videos <ul style="list-style-type: none"> Conventions of English (active voice/passive voice)
<ul style="list-style-type: none"> Recognize and correct inappropriate verb shifts. 	<p><i>See Level H / Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Shifts in Verb Voice—p. 214 Shifts in Verb Mood—p. 215 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Shifts in Verb Voice Language: Shifts in Verb Mood Additional Practice <ul style="list-style-type: none"> Shifts in Verb Voice Shifts in Verb Mood Instructional Videos <ul style="list-style-type: none"> Shifts in Verb Voice Shifts in Verb Mood
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>Core Punctuation and Spelling Skills for Grades 6→8:</p>	
<ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. 	<p><i>See Level F / Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Punctuation of Nonrestrictive/Parentetical Elements (commas, dashes, parentheses)—pp. 244–245 <p><i>continued</i></p>

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Punctuation of Nonrestrictive/Parenthetical Elements • Additional Practice <ul style="list-style-type: none"> ○ Punctuation of Nonrestrictive/Parenthetical Elements • Instructional Videos <ul style="list-style-type: none"> ○ Punctuation of Nonrestrictive/Parenthetical Elements
<ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	<p><i>See Level H / Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Punctuation for Pauses or Breaks—p. 217 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Punctuation for Pauses or Breaks • Additional Practice <ul style="list-style-type: none"> ○ Punctuation for Pauses or Breaks • Instructional Videos <ul style="list-style-type: none"> ○ Punctuation for Pauses and Breaks
<ul style="list-style-type: none"> • Use an ellipsis to indicate an omission. 	<p><i>See Level H / Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Ellipses to Indicate Omitted Text—p. 216 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Ellipses to Indicate Omitted Text • Additional Practice <ul style="list-style-type: none"> ○ Ellipses to Indicate Omitted Text • Instructional Videos <ul style="list-style-type: none"> ○ Ellipses to Indicate Omitted Text

7TH Grade Language Standards | 7L

7TH GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

Knowledge of Language

7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

See Level F / Grade 6

STUDENT EDITION/TEACHER'S EDITION
Language

- Varying Sentence Patterns—p. 242

TEACHER'S EDITION

Discussion Skills

- Varying sentence patterns in speech—p. 232

DIGITAL RESOURCES

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Instruction & Practice
 - Language: Varying Sentence Patterns
- Additional Practice
 - Varying Sentence Patterns
- Instructional Videos
 - Varying Sentence Patterns

Vocabulary Acquisition and Use

7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

7L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

STUDENT EDITION/TEACHER'S EDITION
Language

- Context Clues—p. 38

TEACHER'S EDITION

Guided Instruction

- Cite Evidence (context clues)—TE pp. 12, 14, 16

Support English Language Learners

- Context clues—TE pp. 21, 38, 102

Guided Practice

- Use context clues—TE pp. 16, 134

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Language: Context Clues

Chapter 4 Craft and Structure: Informational Texts

- Parent Resources
 - Home Connect Activity: Find Context Clues (graphic organizer)

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 134 • Greek and Latin Affixes—p. 190 <p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Roots <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Affixes
<p>7L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Academic and Domain/Content-Specific Words (use a dictionary)—p. 70 • Figures of Speech/Connotations (use a dictionary)—p. 102 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269
<p>7L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><u>TEACHER'S EDITION</u> Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence (use dictionary to check inference)—TE p. 14 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use either a print or online thesaurus or dictionary to find word connotations—TE p. 162 <p>Language</p> <ul style="list-style-type: none"> • Conventions of English: Independent Practice (use a thesaurus or dictionary in order to substitute precise or descriptive words for general words)—TE p. 217 <p><u>DIGITAL RESOURCES</u> Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Academic and Domain-Specific Words (use a dictionary) <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Figures of Speech/Connotations (use a dictionary) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Home Connect Activity: Find Context Clues (use a dictionary)/(graphic organizer)

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
<p>7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>7L5a: Interpret figurative language, including allusions, in context.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Figures of Speech/Connotations (similes, metaphors, personification)—p. 102 <p>Cite Evidence</p> <ul style="list-style-type: none"> B: Personification—p. 110 <p><u>TEACHER’S EDITION</u> Cite Evidence</p> <ul style="list-style-type: none"> A: Figures of speech—TE p. 80 B: Personification—TE p. 110 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Figures of Speech/Connotations
<p>7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Word Relationships—p. 158 <p><u>DIGITAL RESOURCE</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Word Relationships
<p>7L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Figures of Speech/Connotations—p. 102 <p>Guided Instruction</p> <ul style="list-style-type: none"> Connotations of words and phrases—p. 76 Cite Evidence: Connotations—pp. 78, 109, 119 <p><u>TEACHER’S EDITION</u> Comprehension Check</p> <ul style="list-style-type: none"> Answer Explanations (connotations)—TE pp. 131 (2), 179 (3)
<p>7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Practice</p> <ul style="list-style-type: none"> Words to Know—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 <p style="text-align: right;"><i>continued</i></p>

7TH Grade Language Standards | 7L

7 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL G / GRADE 7
	<p>Language</p> <ul style="list-style-type: none"> • Greek and Latin Affixes—p. 38 • Greek and Latin Roots—p. 70 • Figurative Language—p. 102 • Context Clues—p. 134 • Word Meanings—p. 158 • Word Relationships—pp. 190, 202 • Figurative Language: Metaphor and Simile—p. 216 • Figurative Language: Hyperbole and Personification—p. 217 <p>TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • General Academic Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 • Domain/Content-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary—TE 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 • Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182 • Working with Word Meaning—TE 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