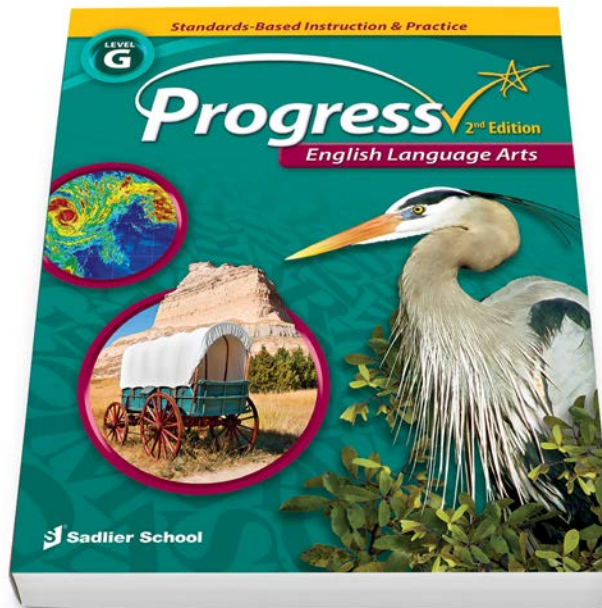


Progress

English Language Arts 2nd Edition

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 7



Contents

(1) Developing and sustaining foundational language skills—oral language.....	2
(2) Developing and sustaining foundational language skills—vocabulary.....	5
(3) Developing and sustaining foundational language skills—fluency.....	7
(4) Developing and sustaining foundational language skills—self-sustained reading.....	7
(5) Comprehension skills.....	7
(6) Response skills.....	12
(7) Multiple genres—literary elements.....	18
(8) Multiple genres—genres.....	24
(9) Author’s purpose and craft.....	29
(10) Composition—writing process.....	35
(11) Composition—genres.....	43
(12) Inquiry and research.....	46

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) <ul style="list-style-type: none"> ◦ Answer questions related to the chapter Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 ◦ Use the organizer to record the discussion (Agree or Disagree/New Ideas/Questions I Asked/Questions I Answered)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>TEACHER'S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively and ask questions—Listen attentively and ask questions—Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131 <p>DIGITAL RESOURCES Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas <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"> ◦ Listening Tips—p. 12 <ul style="list-style-type: none"> • Pay attention to the presenter and focus your mind on the ideas. • Make connections between what you hear and what you already know. • Take notes. Include questions you want to ask or points you wish to make. • Save your questions until the speaker requests them. Make your question brief and direct. Listen carefully to the answer.
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p>	<p>TEACHER'S EDITION Differentiate Instruction</p> <ul style="list-style-type: none"> • Give the correct order of steps to make a sandwich—TE p. 119 <p>Guided Practice</p> <ul style="list-style-type: none"> • Comprehension Check (describe sequential steps)—TE p. 121 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Explain steps to comprehending an unfamiliar word based on its context—TE p. 134 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, 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"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 7 Home Connect Conversation Starter: An Animal Hero/Steps to Solve a Problem (graphic organizer) ◦ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Introduction <ul style="list-style-type: none"> ◦ Steps in the writing process—p. 2 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ What are the steps in the writing process? <ul style="list-style-type: none"> ◦ Steps in the writing process—pp. 1 and 2 <p><i>Related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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 <ul style="list-style-type: none"> ◦ Cite Evidence (analyze process/describe technical process)—pp. 110, 111 • Analyzing Text Structure: “Flash Floods!” (Scientific Text)—pp. 116–123 <ul style="list-style-type: none"> ◦ Cite Evidence (sequential structure/describe steps in the order in which they occur)—p. 116
<p>(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</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 <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 <ul style="list-style-type: none"> ◦ Did I: Identify claims supported by reasons and evidence?/ Speak in an appropriate volume, pronounce words clearly, and make eye contact?/Use formal English when appropriate?—p. 204 <p><u>TEACHER’S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 3 Critical Response (share ideas with a partner)—TE p. 100 • Chapter 4 Critique (present ideas to the class)—TE p. 115 • Chapter 4 Investigate (each group present its summary to the class)—TE p. 123 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Chapter 5 Apply Concepts (create a presentation)—TE p. 147 • Chapter 5 Critical Response (share ideas with a partner)—TE p. 156 • Chapter 6 Analyzing Narratives (give brief presentations to the class)—TE p. 199 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Give an oral presentation with facts and details supporting the main 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><u>DIGITAL RESOURCES</u></p> <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—p. 12 <ul style="list-style-type: none"> • Use language that suits your audience and the occasion, maintaining consistency in your style and tone. • 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 volume of your voice to express your ideas. • Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak. • When using visuals or audio, pause to allow your audience to respond to them. • Clearly explain the connection between the visuals or audio and your topic. • Tell listeners before you begin that you will take questions at the end of your presentation.
<p>(D) engage in meaningful discourse and provide and accept constructive feedback from others.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Analyze Literary Elements (discuss your ideas with the class)—Chapter 1, p. 36 • Support a Claim (discuss your ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132 • Compare and Contrast Texts (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 the 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 style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<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>TEACHER’S EDITION</p> <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>Numbered Heads Together</p> <ul style="list-style-type: none"> • Chapter 1, p. 33; Chapter 2, p. 65 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Chapter 3, TE p. 97; Chapter 4, TE p. 129; Chapter 6, TE p. 169; Chapter 6, TE p. 177; Chapter 7, TE p. 202; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 245; Chapter 11, TE p. 255; Chapter 11, TE p. 259 <p>DIGITAL RESOURCES</p> <p>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>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>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>TEACHER’S EDITION</p> <p>Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence (use dictionary to check inference)—TE p. 14 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<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>DIGITAL RESOURCES</p> <p>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)
<p>(B) use context such as contrast or cause and effect to clarify the meaning of words; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Context Clues—p. 134 <p>TEACHER'S EDITION</p> <p>Comprehension Check</p> <ul style="list-style-type: none"> Context clues—TE pp. 67, 123 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—TE pp. 109, 140 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Context clues—TE p. 134 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Greek and Latin Roots—p. 134 Greek and Latin Affixes—p. 190 <p>DIGITAL RESOURCES</p> <p>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 style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<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>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>	<p><u>DIGITAL RESOURCES</u></p> <p>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) ○ 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>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>(Teacher observation)</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>TEACHER’S EDITION</u></p> <p>Set the Purpose</p> <ul style="list-style-type: none"> • Chapter 1, TE pp. 12, 20, 28; Chapter 2, TE pp. 44, 52, 60; Chapter 3, TE pp. 76, 84, 92; Chapter 4, TE pp. 116, 124, 140; Chapter 5, TE pp. 140, 148; Chapter 6, TE pp. 164, 172, 180

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • 2. Ask questions (have students ask questions as they read to clarify information)—p. 3
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><u>TEACHER'S EDITION</u> Independent Instruction</p> <ul style="list-style-type: none"> • Recap Reading Selection (think what Ryan will do the next time he attempts climbing at the gym)—TE p. 18 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence E (predict what she will do next.)—TE p. 85 <p>Reciprocal Teaching</p> <ul style="list-style-type: none"> • Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Predictors say what they think happens next based on indicators—Chapter 1, p. 18 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use grammatical structures or various text features to reinforce understanding—TE p. 117 <p>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Analyze a Student Model <ul style="list-style-type: none"> ◦ Explain that subheads help make the organizational structure clear by telling the reader what information is going to be covered in each section—TE p. 211 • Model: Organizational Structure <ul style="list-style-type: none"> ◦ Use the subheads for guidance—TE p. 212 <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Model: Organizational Structure <ul style="list-style-type: none"> ◦ Use the subheads for guidance—TE p. 226 <p>Genre</p> <ul style="list-style-type: none"> • Research Report (use text features to help make sense of ideas and supporting evidence)—TE p. 238
<p>(D) create mental images to deepen understanding;</p>	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • 1. Visualize (have students picture in their minds the characters, places, and events in the text)—p. 3

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

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<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Home Connect</p> <ul style="list-style-type: none"> • Conversation Starter/Ways to Help Your Child—Chapter 1, p. 10; Chapter 2, p. 42; Chapter 3, p. 74; Chapter 4, p. 106; Chapter 5, p. 138; Chapter 6, p. 162; Chapter 7, p. 194; Chapter 8, p. 208; Chapter 9, p. 222; Chapter 10, p. 236; Chapter 11, p. 250 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 • 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 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • Close Reading (rereading helps students draw connections between the ideas and details in a text)—p. 1
<p>(F) make inferences and use evidence to support understanding;</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • 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 <p><u>DIGITAL RESOURCES</u> 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 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “Mother of Hope” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “Beowulf Slays the Dragon” (Anglo-Saxon Myth) • 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 Activity: What I Infer (graphic organizer)

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

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	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “New Frontiers: The Ocean” (Explanatory Text)—pp. 44–51 • Chapter 2 Review: “Going Up”/“Going Nowhere”—pp. 71–72 <p>DIGITAL RESOURCES</p> <p>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 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Humanity’s Voyager” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “A Golden Age” (Informational Text) • 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 Conversation Starter: Clues and Inference (graphic organizer) <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ 3rd Read <ul style="list-style-type: none"> • Read the text for a third time to make inferences—p. 4
<p>(G) evaluate details read to determine key ideas;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Cite Evidence</p> <ul style="list-style-type: none"> • Evaluate details—pp. 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184, 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184 <p>Comprehension Check</p> <ul style="list-style-type: none"> • Determine key ideas (explain answers with details from the text)—pp. 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 21, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details <ul style="list-style-type: none"> • Text-Dependent Questions
<p>(H) synthesize information to create new understanding; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Theme (combining information from multiple selections to better understand the chapter theme)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 <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 • Chapter 6 Review: “Cloud Computing: An Interview”/Cloud Computing: An Opinion”—pp. 191–192 <p><u>TEACHER’S EDITION</u> Evaluate a Writer’s Work</p> <ul style="list-style-type: none"> • Synthesizes information about the Dust Bowl—TE p. 240 <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 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) • 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 style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapters 1–6</p> <ul style="list-style-type: none"> • Comprehension Check <ul style="list-style-type: none"> ◦ Pages 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>TEACHER’S EDITION Reading Selections in Level G</p> <ul style="list-style-type: none"> • Background information about the theme or topic for each selection—TE p. T23 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice Close Reading selections provide students with opportunities to build reading stamina, analyze and annotate texts, recording notes about annotations, and support responses with text evidence. Students will read each selection three times, making notes and annotating the text as they read. Each read has a different purpose— <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details (determine what the text is about or what happens) • 2nd Read: Language and Text Structure (examine words, phrases, and text structure) • 3rd Read: Connections and Inferences (make connections and inferences) ◦ Close Reading/Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ Annotating a Text, pp. 1, 2 ◦ Self-Monitoring Strategies, pp. 3, 4 <ul style="list-style-type: none"> • Visualize • Ask questions • Draw conclusions • Reread to clarify
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> • Analyze Literary Elements (connect to the selections)—Chapter 1, p. 36 • Support a Claim (connect to the selections)—Chapter 2, p. 68; Chapter 4, p. 132 • Compare and Contrast Texts (connect to the selections)—Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the 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>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (use personal experience to think analytically about the text)—p. 183 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (make connections/support your point of view with reasons and examples)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>TEACHER'S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Elicit responses from students of different cultural backgrounds—TE pp. 35, 99, 131 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Invite students to share and/or elaborate on their experiences, and help them draw analogies to the experiences of the characters in the play—TE p. 85 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Take turns briefly sharing a personal experience—TE p. 231
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (write a brief essay using details from the texts/complete the chart)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188 • Support a Claim (write a brief essay)—Chapter 4, p. 132 <p>Write About It</p> <ul style="list-style-type: none"> • Respond in writing to literary and informational texts—Chapter 1, p. 40; Chapter 2, p. 72; Chapter 3, p. 104; Chapter 4, p. 136; Chapter 5, p. 160; Chapter 6, p. 192 <p>Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Chapter 7 Text Types and Purposes: Write a Nonfictional Narrative <ul style="list-style-type: none"> ○ Analyze a student model then write a nonfictional narrative—pp. 196–199 • Chapter 8 Text Types and Purposes: Write an Informative/Explanatory Text <ul style="list-style-type: none"> ○ Analyze a student model then write an informative/explanatory text—pp. 210–213 • Chapter 9 Text Types and Purposes: Write an Evidence-Based Essay <ul style="list-style-type: none"> ○ Analyze a student model then write an evidence-based essay—pp. 224–227 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> Chapter 10 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> Analyze a student model then write an opinion piece—pp. 238–242 Chapter 11 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> Analyze a student model then write a research report—pp. 252–255 <p>TEACHER'S EDITION Chapter Review</p> <ul style="list-style-type: none"> Write About It Rubric—Chapter 1, TE p. 40; Chapter 2, TE p. 72; Chapter 3, TE p. 104; Chapter 4, TE p. 136; Chapter 5, TE p. 160; Chapter 6, TE p. 192
(C) use text evidence to support an appropriate response;	<p>STUDENT EDITION/TEACHER'S EDITION Cite Evidence</p> <ul style="list-style-type: none"> Evaluate details in the text—pp. 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184, 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184 <p>Comprehension Check</p> <ul style="list-style-type: none"> Determine key ideas—pp. 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Analyze Literary Elements (cite evidence from the texts)—Chapter 1, p. 36 Support a Claim (list key details and important points from the texts to use as evidence)—Chapter 2, p. 68; Chapter 4, p. 132 Compare and Contrast Texts (use details to compare and contrast texts)—Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 Connect to the Essential Question/Connect to the 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
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Progress Check <ul style="list-style-type: none"> Summarize a text—p. 9 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Analyzing Theme: “Ann Smith Franklin” (Historical Fiction)—pp. 20–27 <ul style="list-style-type: none"> ◦ Paying attention to and summarizing key details can help you analyze the theme or themes of a text—p. 20 ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (summary)—TE pp. 21, 24 ◦ Comprehension Check (summarize the story)—TE p. 23 <p>Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Creating an Organizational Structure (paraphrase and cite information/summarize important facts and details)—p. 238 • Taking notes (record source/summarize or paraphrase information)—p. 241 <p>TEACHER’S EDITION</p> <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Summarize the reading selection—Chapter 1, TE pp. 16, 18, 24, 26, 32, 34; Chapter 2, TE pp. 48, 50, 56, 58, 64, 66; Chapter 3, TE pp. 80, 82, 88, 90, 96, 98; Chapter 4, TE pp. 112, 114, 120, 122, 128, 130; Chapter 5, TE pp. 144, 146, 152, 154, 160, 162; Chapter 6, TE pp. 168, 170, 176, 178, 184, 186 <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (summary)—TE p. 21 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255 <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Summary Chart/write a summary of the text—p. 5 ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Annotating a Text (briefly summarize each read)—pp. 1, 2 ◦ Summarizing—p. 5
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>TEACHER’S EDITION</p> <p>Writearound</p> <ul style="list-style-type: none"> • Create a writearound summary—Chapter 1, TE p. 17; Chapter 4, TE p. 113 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 2 Critical Response (create a time line/share with class)—TE p. 68 • Chapter 3 Critical Response (research online/analyze themes/ share ideas with a partner)—TE p. 100 • 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 <p style="text-align: right;"><i>continued</i></p>

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\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p>Conduct Research</p> <ul style="list-style-type: none"> • Create: Note-Taking <ul style="list-style-type: none"> ◦ Taking Notes—TE p. 241 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Annotation Notes—pp. 2, 4 ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Annotating a Text—pp. 1, 2
<p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary—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><u>TEACHER’S EDITION</u></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-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-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

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Authors combine the use of explicit ideas, or those that are clearly stated, and inferred ideas, or those the reader must discover—p. 10 • Drawing Inferences: “Reaching for the Top” (Realistic Fiction)—pp. 12-19 <p><u>TEACHER'S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Reaching for the Top” (Realistic Fiction)—pp. 12-19 <ul style="list-style-type: none"> ◦ Objective: Use evidence from a text to support an analysis of what the text says explicitly and implicitly—TE p. 12 <p><u>DIGITAL RESOURCES</u> 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 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “Mother of Hope” (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “Beowulf Slays the Dragon” (Anglo-Saxon Myth) • 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 Activity: What I Infer (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “New Frontiers: The Ocean” (Explanatory Text)—pp. 44-51 <p><u>DIGITAL RESOURCES</u> 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 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Humanity’s Voyager” (Magazine Article) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “A Golden Age” (Informational Text) <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • 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 Conversation Starter: Clues and Inference (graphic organizer)
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question—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—p. 204 <ul style="list-style-type: none"> ◦ Did I? <ul style="list-style-type: none"> ◦ Speak at correct volume, use clear pronunciation, and make eye contact? ◦ Use formal English when appropriate? <p><u>DIGITAL RESOURCES</u> 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—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, and pause between sentences to show the break in ideas. • Change the pitch, rate, and volume of your voice to express your ideas. • Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak. • If you include visuals, pause to allow your audience to view and respond to them. • Clearly explain the connection between the visuals and your topic. • 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.
(I) reflect on and adjust responses as new evidence is presented.	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> ◦ Did I: <ul style="list-style-type: none"> ◦ Build on ideas expressed by others and express my own ideas clearly? ◦ Revise my views when presented with new evidence or information? ◦ Distinguish claims that are supported by reasons and evidence from claims that are not?
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) infer multiple themes within and across texts using text evidence;</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)

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(B) analyze how characters' qualities influence events and resolution of the conflict;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ◦ Analyze how setting, characters, and plot interact within a text—pp. 9-10 • Drawing Inferences: “Reaching for the Top” (Realistic Fiction)—pp. 12-19 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Comprehension Check (draw inferences to better understand the characters and plot in a story)—p. 17 • Analyzing Theme: “Ann Smith Franklin” (Historical Fiction)—pp. 20-27 • Analyzing Literary Elements: “A Life of Service” (Multi-Act Play)—pp. 28-35 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ First Callout <ul style="list-style-type: none"> • In fiction, the elements of setting, plot, and characters interact to create an engaging story that communicates the author’s theme—p. 28 ◦ Comprehension Check (draw inferences to better understand the characters and plot in a story)—p. 31 ◦ Cite Evidence (character traits)—p. 31 ◦ Cite Evidence (details about Clemente’s characters)—p. 32 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Comprehension Check (character is revealed)—p. 33 ◦ Independent Practice <ul style="list-style-type: none"> ◦ Cite Evidence (recall important character traits)—p. 34 • Connect Across Text <ul style="list-style-type: none"> ◦ Analyze Literary Elements (development of character, setting, plot, and theme)—p 36 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ◦ Analyze how an author develops the points of view of characters or narrators in a text.—pp. 73-74 • Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 84-91 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence E (how a character reacts to an event moves a drama’s story forward)—p. 85 ◦ Cite Evidence E (revealing a character’s thoughts)—p. 87 <p>TEACHER'S EDITION</p> <p>Learning Progressions</p> <ul style="list-style-type: none"> • Analyzing Literary Elements <ul style="list-style-type: none"> ◦ Understand how the interaction of plot, setting, and characters shapes a story or drama.—TE p. 11A <p>Extend Thinking</p> <ul style="list-style-type: none"> • Compare and Contrast (compare experiences of characters)—TE p. 19 • Write a Hero Story (qualities necessary for a hero)—TE p. 36 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p>Differentiate Instruction</p> <ul style="list-style-type: none"> Use a graphic organizer to help struggling readers understand how the characters affect the plot of the play/identify name, personal characteristics, and actions contribute to the plot—TE p. 35 <p>Assess and Respond</p> <ul style="list-style-type: none"> Note how plot, setting, and characters work together to advance the story—TE p. 35 Reread the story/pay attention to actions and feelings of characters—TE p. 99 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Draw analogies to the experiences of the characters in the play—TE p. 85 <p>Discussion Skills</p> <ul style="list-style-type: none"> Look back through the play to see how the ideas inspire characters—TE p. 89 <p>Review: Analyzing Dramatic Structure</p> <ul style="list-style-type: none"> The narrator informs us about the characters’ thoughts and feelings—TE p. 94 <p>Extend Thinking</p> <ul style="list-style-type: none"> Analyzing Narratives (analyze the author’s use of character, setting, and plot)—TE p. 199 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Chapter 1 Home Connect Chapter 1 Home Connect Conversation Starter: Setting, Events, Character’s Reactions (graphic organizer)
<p>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Progress Check/Home Connect <ul style="list-style-type: none"> Analyze how setting, characters, and plot interact within a text—pp. 9-10 Drawing Inferences: “Reaching for the Top” (Realistic Fiction)—pp. 12-19 <ul style="list-style-type: none"> Guided Instruction <ul style="list-style-type: none"> Comprehension Check (draw inferences to better understand the characters and plot in a story)—p. 17 Analyzing Theme: “Ann Smith Franklin” (Historical Fiction)—pp. 20-27 Analyzing Literary Elements: “A Life of Service” (Multi-Act Play)—pp. 28-35 <ul style="list-style-type: none"> Guided Instruction <ul style="list-style-type: none"> Comprehension Check (setting changes show the passage of time and change of place, which helps to advance the plot)—p. 31 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> ○ Independent Practice <ul style="list-style-type: none"> ○ Comprehension Check (how the plot, setting, and characters worked together to tell Roberto Clemente’s story)—p. 35 ● Connect Across Text <ul style="list-style-type: none"> ○ Analyze Literary Elements (development of character, setting, plot, and theme)—p 36 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Progress Check/Home Connect <ul style="list-style-type: none"> ○ Analyze how an author develops the points of view of characters or narrators in a text.—pp. 73–74 ● Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 84–91 <ul style="list-style-type: none"> ○ Guided Instruction <ul style="list-style-type: none"> ○ Cite Evidence E (how a character reacts to an event moves a drama’s story forward)—p. 85 ○ Cite Evidence E (revealing a character’s thoughts)—p. 87 <p>TEACHER’S EDITION</p> <p>Assess and Respond</p> <ul style="list-style-type: none"> ● Note how plot, setting, and characters work together to advance the story—TE p. 35 <p>Connect Across Texts: Review Reading Selections</p> <ul style="list-style-type: none"> ● Identify the selection’s literary elements—TE p. 36 <p>Review</p> <ul style="list-style-type: none"> ● Analyzing Literary Elements (analyze how these elements—characters, settings, and events—interact in order to make the account read like a story)—TE p. 198 <p>Extend Thinking</p> <ul style="list-style-type: none"> ● Analyzing Narratives (analyze the author’s use of character, setting, and plot)—TE p. 199 <p>DIGITAL RESOURCES</p> <p>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 Literary Elements ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Analyzing Literary Elements: “Seeing Clearly Through the Whiteout” (Adventure Story) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 Analyzing Literary Elements: “On the Oregon Trail, 1856” (Historical Fiction) ● Instructional Videos <ul style="list-style-type: none"> ○ Analyzing Literary Language ● Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Theseus and the Minotaur” (Myth) ○ Chapter 1 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Setting, Events, Character’s Reactions (graphic organizer) Chapters 1, 3, 5 • Close Reading Practice <ul style="list-style-type: none"> ◦ Summary Chart <ul style="list-style-type: none"> ◦ How? (describe the plot or major events)
<p>(D) analyze how the setting influences character and plot development.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ◦ Analyze how setting, characters, and plot interact within a text—p. 9 • Home Connect <ul style="list-style-type: none"> ◦ Analyze literary elements, including character, plot, and setting—p. 10 • Analyzing Literary Elements: “A Life of Service” (Multi-Act Play)—pp. 28–35 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ First Callout <ul style="list-style-type: none"> • In fiction, the elements of setting, plot, and characters interact to create an engaging story that communicates the author’s theme—p. 28 ◦ Cite Evidence A (setting: time and place)—p. 28 ◦ Comprehension Check (setting changes show the passage of time and change of place, which helps to advance the plot)—p. 31 ◦ Independent Practice <ul style="list-style-type: none"> ◦ Comprehension Check (how the plot, setting, and characters worked together to tell Roberto Clemente’s story)—p. 35 • Connect Across Text <ul style="list-style-type: none"> ◦ Analyze Literary Elements (development of character, setting, plot, and theme)—p. 36 <p><u>TEACHER’S EDITION</u></p> <p>Assess and Respond</p> <ul style="list-style-type: none"> • Note how plot, setting, and characters work together to advance the story—TE p. 35 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Analyzing Narratives (analyze the author’s use of character, setting, and plot)—TE p. 199 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Setting, Events, Character’s Reactions (graphic organizer)

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 “Reaching for the Top” (Realistic Fiction), pp. 12–19, “Ann Smith Franklin” (Historical Fiction), pp. 20–27, “A Life of Service” (Multi-Act Play), pp. 28–35 • Chapter 3 “A Valentine”/“Annabel Lee” by Edgar Allan Poe (Poetry), pp. 76–83, “The Longest Walk” (Drama), pp. 84–91, “Race to the Golden Spike” (Historical Fiction), pp. 92–99 • Chapter 5 “The Last of the Mohicans” by James Fenimore Cooper (Historical Fiction, excerpt)/“Exciting Mohicans Diverges from the Novel” (Movie Review), pp. 140–147, “Journal of a British Officer” (Historical Account), pp. 148–155 <p>DIGITAL RESOURCES Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 “Mother of Hope” (Poem); “On the Ruel Ferry” (Science Fiction); “Seeing Clearly Through the Whiteout” (Adventure Story) ○ Chapter 3 “A Woman’s Place” (Scene from a Screenplay); “Shared Space” (Drama); “The Girl in the Meadow” (Realistic Fiction) ○ Chapter 5 “Journal of Juan de Zubileta” (Journal)/“The Rescue” (One-Act Play); “Robin Hood” (Animated Legend)/“In the Time of “Bad King John”” (Historical Nonfiction) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “Beowulf Slays the Dragon” (Anglo-Saxon Myth); “The Nika Revolt” (Byzantine Tale); “On the Oregon Trail, 1856” (Historical Fiction) ○ Chapter 3 “The Town Mouse and the Country Mouse” (Aesop Fable); “We Can Make It Happen” (Drama); “Citizen Soldier” (Legend) ○ Chapter 5 “Storm and Stampede” (Historical Fiction)/“Wild Ride” (Movie Review); “Historic Sketches of the Cattle Trade” (Narrative Nonfiction)/“Storm and Stampede” (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Theseus and the Minotaur” (Myth) ○ Chapter 3 “Toward the Unknown River” (Adventure, based on actual events) <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> ○ Chapter 5 “A Plains Family Moves West” (Historical Fiction)/”Great Plains” (Movie Review) ● Fluency Practice ○ Chapter 1 “Courage in the Water” (Realistic Fiction) ○ Chapter 3 “A Valentine” (Poetry) ○ Chapter 5 “The Last of the Mohicans” (Historical Fiction)
<p>(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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 <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> ● Chapter 3 Poetry in Performance—TE p. 79 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Fluency Practice <ul style="list-style-type: none"> ○ Chapter 3 “A Valentine” (Poetry) ● 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)
<p>(C) analyze how playwrights develop characters through dialogue and staging;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ● Analyzing Literary Elements: “A Life of Service” (Multi-Act Play)—pp. 28–35 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ● Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Conversation Starter: Setting, Events, Character’s Reactions (graphic organizer) <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 “A Woman’s Place” (Scene from a Screenplay); “Shared Space” (Drama); “The Girl in the Meadow” (Realistic Fiction) ● Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 3 “We Can Make It Happen” (Drama) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 5 “Journal of Juan de Zubileta” (Journal)/”The Rescue” (One-Act Play)

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
(D) analyze characteristics and structural elements of informational text, including:	
(i) the controlling idea or thesis with supporting evidence;	<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) • 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 On the Go: Details and Main Ideas (graphic organizer)
(ii) features such as references or acknowledgements; and	<p>STUDENT EDITION/TEACHER'S EDITION Cite Evidence</p> <ul style="list-style-type: none"> • The Cite Evidence callouts are text features that help students discover and track important developments in the text—pp. 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 • Index—p. 270
(iii) organizational patterns that support multiple topics, categories, and subcategories;	<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 style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ 2nd Read <ul style="list-style-type: none"> • Look at the way the author structures the text.—p. 4 <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 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>(E) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim; (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader; and 	<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>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Give Relevant Information—p. 239 ◦ Facts, Details, and Examples—p. 239 ◦ Include a List of Sources (information is credible and reliable and comes from trustworthy, expert sources)—p. 240 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Progress Check—p. 249 <ul style="list-style-type: none"> ◦ Can I? <ul style="list-style-type: none"> ◦ Write an opinion piece about an event from the past. ◦ Acknowledge and argue against opposing claims. ◦ Make a claim and support it with logical reasoning and evidence. ◦ Draw evidence from trustworthy informational sources. • Read a Student Model <ul style="list-style-type: none"> ◦ Introduction (presents the claim)—p. 252 ◦ Sources (base reasons on evidence from reliable and trusted sources/evaluate sources)—p. 253 ◦ Address Opposing Claims (acknowledge opposing claims and present evidence against them)—p. 253 ◦ Logical Reasoning (use logical reasoning supported by evidence to strengthen the argument)—p. 253 <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>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 2 <ul style="list-style-type: none"> ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? ◦ Find supporting evidence.

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Using 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 <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> Chapter 1 Online Research—TE p. 15 Chapter 2 Finding Primary Sources Online—TE p. 47 Chapter 3 Poetry in Performance—TE p. 79 Chapter 4 Using Online Tools—TE p. 111 Chapter 5 Read or Research—TE p. 143 Chapter 6 Primary Sources Online—TE p. 167 Chapter 7 Digital Publishing—TE p. 206 Chapter 8 Using Multimedia—TE p. 220 Chapter 9 Photographic Evidence—TE p. 234 Chapter 10 Incorporating Graphics—TE p. 248 Chapter 11 Posting an Historical Drama—TE p. 262 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Reading Selections Additional Practice <ul style="list-style-type: none"> Additional Reading Selections Instructional Videos Close Reading Practice Fluency Practice Parent Resources Student Resources
<p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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 style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u></p> <p>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) • 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 On the Go: Details and Main Ideas (graphic organizer)
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>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></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 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) <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>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</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 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>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>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 <ul style="list-style-type: none"> ◦ Cite Evidence (main heading/subheadings)—p. 120 <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Headings—p. 224 <p>TEACHER'S EDITION</p> <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> • Illustrations/diagrams help readers better understand the text—Chapter 1, TE p. 13; Chapter 2, TE p. 45; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 142; Chapter 6, TE p. 166 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 8 Using Multimedia—TE p. 220 • Chapter 9 Photographic Evidence—TE p. 234 • Chapter 10 Incorporating Graphics—TE p. 248 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p>Support English Language Learners</p> <ul style="list-style-type: none"> • Have students draw examples of the different ways sequential information can be presented: numbered, bulleted, offset, and inline with other text—TE p. 117 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Discuss how subheadings can help readers better understand the ideas presented in an informative text—TE p. 122 <p>Analyze a Student Model</p> <ul style="list-style-type: none"> • Formatting <ul style="list-style-type: none"> ◦ Explain that formatting features, such as subheads, help make the organizational structure clear by telling the reader what information is going to be covered in each section—TE p. 211 <p>Genre</p> <ul style="list-style-type: none"> • Research Report <ul style="list-style-type: none"> ◦ Use subheads and other text features to help with readers' comprehension—TE p. 238 <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 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Photographs and illustrations ◦ Diagrams, graphs, charts, or maps ◦ Headings and subheadings • Lesson Plans <ul style="list-style-type: none"> ◦ Using Visuals and Text Features—pp. 11 and 12
<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p><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>Language</p> <ul style="list-style-type: none"> • Figurative Language: Figures of Speech (allusions)—p. 102 <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) <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • 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>(E) identify the use of literary devices, including subjective and objective point of view;</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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><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 Point of View: • Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Analyzing Point of View: “The Girl in the Meadow” (Realistic Fiction) • 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> 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> 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) <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, 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 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)
<p>(F) analyze how the author’s use of language contributes to mood, voice, and tone; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>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 <ul style="list-style-type: none"> ◦ Cite Evidence (figurative language: underline the words that convey figures of speech)—p. 66 <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 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check <ul style="list-style-type: none"> ◦ Analyze the effect of word choice on a text’s tone and meaning—p. 105 • Analyzing Word Meanings: “Unusual Weather Patterns” (Web Article)—pp. 108–115 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language: Figures of Speech (allusions)—p. 102 • Figurative Language: Metaphor and Simile—p. 216 • Figurative Language: Hyperbole and Personification—p. 217 <p>TEACHER’S EDITION</p> <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> • What does this imply about the tone of the last line?—Chapter 3, TE p. 77 <p>DIGITAL RESOURCES</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) <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect Activity: Denotations and Connotations (graphic organizer) <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ○ Figurative Language: Metaphor and Similie ○ Figurative Language: Hyperbole and Personification
<p>(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p>	<p>N/A</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to</p>	<p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Writing Handbook (detailed instructions on planning, drafting, revising, and editing student writing)—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 • Introduce the Writing Process—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 • Writing Process Summary (Planning and Drafting)—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 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ○ Step 1: Planning ○ Step 2: Drafting ○ Step 3: Revising ○ Step 4: Editing ○ Step 5: Producing, Publishing, and Presenting
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Complete an outline to organize a first draft—Chapter 7, p. 199; Chapter 8, p. 213; Chapter 9, p. 227; Chapter 10, p. 242; Chapter 11, p. 255 <p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Create: Organizational Structure <ul style="list-style-type: none"> ○ Brainstorming/Planning—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 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Writing Process Summary (Planning and Drafting)—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 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 2 <ul style="list-style-type: none"> ◦ What am I writing? ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? ◦ Choose a topic that interests you. ◦ Find supporting evidence. • Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 1 and 2, 3 and 4 <ul style="list-style-type: none"> ◦ Assignment/Genre ◦ Brainstorming ◦ Find Supporting Details ◦ Assignment: Planning
(B) develop drafts into a focused, structured, and coherent piece of writing by:	<p>TEACHER'S EDITION Writing Chapters (Chapters 7—11)</p> <ul style="list-style-type: none"> • Create: Organizational Structure <ul style="list-style-type: none"> ◦ Drafting a piece of writing—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 • Writing Process Summary (Planning and Drafting)—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 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 2: Drafting
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	<p>STUDENT EDITION/TEACHER'S EDITION Writing Chapters (Chapters 7—11)</p> <ul style="list-style-type: none"> • Creating an Organizational Structure/Introducing a Topic—Chapter 7, pp. 196, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 238, 241; Chapter 11, pp. 252, 255 • Using Linking Words and Phrases—Chapter 7, pp. 197, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 11, pp. 252, 253, 256 • Providing a Concluding Statement—Chapter 7, pp. 198, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 240, 241; Chapter 11, pp. 254, 256 <p>TEACHER'S EDITION Writing Chapters (Chapters 7—11)</p> <ul style="list-style-type: none"> • Introduce: Organizational Structure—Chapter 7, TE p. 196; Chapter 8, TE p. 210; Chapter 9, TE p. 224; Chapter 10, TE p. 238; Chapter 11, TE p. 252 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> Model: Organizational Structure—Chapter 7, TE p. 198; Chapter 8, TE p. 212; Chapter 9, TE p. 226; Chapter 10, TE p. 240; Chapter 11, TE p. 254
<p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Writing Chapters</p> <ul style="list-style-type: none"> Including Descriptive Details to Make the Narrative More Vivid—Chapter 7, pp. 196, 199 Developing the Topic with Facts and Details—Chapter 9, pp. 225, 227; Chapter 10, pp. 239, 242; Chapter 11, pp. 253–255 <p><u>DIGITAL RESOURCE</u> 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"> Make an outline/add details—p. 3 Lesson Plans <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Find Supporting Evidence—p. 3 and 4
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Function of Phrases and Clauses—p. 200 Word Relationships—p. 202 Phrase and Clause Placement—p. 214 Figurative Language: Metaphor and Simile—p. 216 Figurative Language: Hyperbole and Personification—p. 217 Simple, Compound, Complex, and Compound-Complex Sentences—p. 228 Expressing Ideas Precisely and Concisely—p. 258 <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—pp. 5, 6 <ul style="list-style-type: none"> Revising Checklist <ul style="list-style-type: none"> Ideas and Voice Organization and Coherence Word Choice Revising Together (with a partner) Lesson Plans—pp. 4 and 5, 6 and 7 <ul style="list-style-type: none"> Step 3: Revising <ul style="list-style-type: none"> Peer Review Peer Collaboration Assignment: Revising (in pairs)
<p>(D) edit drafts using standard English conventions, including:</p>	<p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 4: Editing—pp. 8, 9 <ul style="list-style-type: none"> Editing Checklist <ul style="list-style-type: none"> Sentences <p style="text-align: right;"><i>continued</i></p>

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\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Grammar and Usage • Mechanics • Spelling <ul style="list-style-type: none"> ◦ Proofreading Marks • Lesson Plans—pp. 7 and 8, 9 and 10 <ul style="list-style-type: none"> ◦ Step 3: Editing <ul style="list-style-type: none"> ◦ Editing Tips ◦ Using Proofreading Marks ◦ Digital Integration ◦ Quotations and Citations ◦ Supporting English Language Learners ◦ Assignment: Editing
<p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Simple, Compound, Complex, and Compound-Complex Sentences—p. 228 <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 4: Editing—pp. 7, 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Sentences (every sentence is a complete sentence) <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u></p> <p>Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.1 Correcting Sentence Fragments—pp. 33–35 • Lesson 2.2 Correcting Run-on Sentences—pp. 36–38 <p>Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.1 Kinds of Sentences—pp. 61–62 • Lesson 3.6 Combining Sentences: Compound Parts—pp. 75–76 • Lesson 3.7 Combining Sentences: Key Words and Phrases—pp. 77–78 <p>Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.1 Agreement of Subject and Verb—pp. 227–228 • Lesson 10.2 Phrases Between Subject and Verb—pp. 229–230 • Lesson 10.3 Compound Subjects—pp. 231–232 • Lesson 10.4 Inverted Sentences—pp. 233–234 • Lesson 10.5 Other Agreement Problems—pp. 235–236

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(ii) consistent, appropriate use of verb tenses;</p>	<p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 7, 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Grammar and Usage (verb tenses are used correctly and consistently) <p><i>See also Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Verb Tenses—p. 166 • Perfect Verb Tenses—p. 180 <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 8 Verbs</p> <ul style="list-style-type: none"> • Lesson 8.1 Verbs—pp. 161-162 • Lesson 8.2 Regular and Irregular Verbs—pp. 163-164 • Lesson 8.3 More Irregular Verb—pp. 165-166 • Lesson 8.4 Verb Tense—pp. 179-180
<p>(iii) conjunctive adverbs;</p>	<p><i>See Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Transitional Words and Phrases (conjunctive adverbs, including <i>also, furthermore, moreover, likewise, similarly, still, nevertheless, however, although, otherwise, therefore, consequently</i>)—p. 210 <p><i>See also Sadlier Grammar for Writing, Grade 8</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.2 Run-on Sentences: Common Conjunctive Adverbs—pp. 36-38 <p>Chapter 11 Punctuation</p> <ul style="list-style-type: none"> • Lesson 11.5 Semicolons and Colons: Some Common Conjunctive Adverbs—pp. 277-278
<p>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Function of Phrases and Clauses (prepositional phrase)—pp. 200-201 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.5 Using Phrases—pp. 77-79 • Lesson 3.7 Combining Sentences: Key Words and Phrases—pp. 82-83 <p>Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> • Lesson 6.2 Subjects and Predicates (subjects are never part of prepositional phrases)—pp. 139-140 • Lesson 6.3 Hard-to-Find Subjects (prepositional phrases)—pp. 141-142 <p>Chapter 7 Nouns and Pronouns—pp. 170-170</p> <ul style="list-style-type: none"> • Lesson 7.4 Subject and Object Pronouns—pp. 163-164 • Lesson 7.5 Pronoun Agreement (sometimes the object of a prepositional phrase that comes right after an indefinite pronoun gives you a clue about whether to use a singular or a plural pronoun)—pp. 165-166 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> • Lesson 9.6 Prepositions and Prepositional Phrases—pp. 211-212 <p>Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.2 Phrases Between Subject and Verb—pp. 229-230 <ul style="list-style-type: none"> ○ The subject of a sentence is never part of a prepositional phrase. The verb must agree with the subject, not with the object in a prepositional phrase.
(v) pronoun-antecedent agreement;	<p><i>See Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 7.5 Pronoun Agreement—pp. 165-166 • Lesson 7.6 Clear Pronoun Reference—pp. 167-168
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	<p><u>TEACHER'S EDITION</u> Support English Language Learners</p> <ul style="list-style-type: none"> • Give students a list of subordinating conjunctions and other common transitions—TE p. 242 <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.3 Varying Sentence Beginnings (subordinating conjunctions)—pp. 66-68 • Lesson 3.4 Independent and Subordinate Clauses (subordinating conjunctions)—pp. 69-71 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> Lesson 3.5 Varying Sentence Structure (complex sentences)—pp. 72–74 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 9.7 Conjunctions and Interjections (correlative conjunctions)—pp. 213–214
(vii) correct capitalization;	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Standard Capitalization, Punctuation, and Spelling—p. 230 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 4: Editing—p. 8 <ul style="list-style-type: none"> Editing Checklist <ul style="list-style-type: none"> Mechanics (title and all proper nouns are capitalized) <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER’S ANNOTATED EDITION</u> Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> Lesson 12.1 Proper Nouns and Proper Adjectives—pp. 273–274 Lesson 12.2 Quotations and Titles—pp. 275–276 Lesson 12.3 Other Capitalization Rules—pp. 247–248
(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Standard Capitalization, Punctuation, and Spelling—p. 230 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 4: Editing—p. 8 <ul style="list-style-type: none"> Editing Checklist <ul style="list-style-type: none"> Mechanics (correct punctuation) <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER’S ANNOTATED EDITION</u> Chapter 11 Punctuation</p> <ul style="list-style-type: none"> Lesson 11.1 End Marks—pp. 245–246 Lesson 11.2 Abbreviations—pp. 247–248 Lesson 11.3 Commas in Compound Sentences and Series—pp. 249–250 Lesson 11.4 Other Comma Uses—pp. 251–252 Lesson 11.5 Semicolons and Colons—pp. 253–254 Lesson 11.6 Quotation Marks—pp. 255–256 Lesson 11.7 Apostrophes—pp. 257–258 Lesson 11.8 Other Marks of Punctuation—pp. 259–260

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Standard Capitalization, Punctuation, and Spelling—p. 230 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—p. 8 <ul style="list-style-type: none"> • Editing Checklist <ul style="list-style-type: none"> • Mechanics (title and all proper nouns are capitalized) <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> • Lesson 12.4 Spelling Rules—pp. 249–250 • Lesson 12.5 Plural Nouns—pp. 251–252 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Frequently Misspelled Words—pp. 291–292 • Commonly Confused Words—pp. 293–296
<p>(E) publish written work for appropriate audiences.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Assignment: Write the final draft of the assigned narrative, essay, or report—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 <p><u>TEACHER'S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Digital Publishing—TE p. 206 • Chapter 8 Using Multimedia—TE p. 220 • Chapter 9 Photographic Evidence—TE p. 234 • Chapter 10 Incorporating Graphics—TE p. 248 • Chapter 11 Posting an Historical Drama—TE p. 262 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—p. 12 <ul style="list-style-type: none"> ◦ Digital Connection • Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—p. 11 and 12 <ul style="list-style-type: none"> ◦ Using Visuals and Features ◦ Publishing Formats ◦ Running Class Presentations ◦ Assignment: Digital Presentation

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p>STUDENT EDITION/TEACHER’S EDITION 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>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 <p>DIGITAL RESOURCES 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>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p style="text-align: center;">INFORMATIVE/EXPLANATORY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • 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 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 209A • Genre: Informative/Explanatory Text—TE p. 210 <p>DIGITAL RESOURCES 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"> ◦ Writing Informative/Explanatory Text <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Writing Informative/Explanatory Text • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Informative/Explanatory Text • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect ◦ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer) <p style="text-align: center;">EVIDENCE-BASED ESSAYS</p> <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • 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 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 223A • Genre: Evidence-Based Essays—TE p. 224 <p>DIGITAL RESOURCES</p> <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Additional Practice <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect ◦ 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>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 10 Research to Build and Present Knowledge: 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 style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<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"> ○ 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>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</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 • 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>Related content</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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><u>TEACHER’S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 4 Initiate a Debate (pros and cons of use of technology)—p. 132 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • 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>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Chapter 5 Review: “Great Plains”/”A Plains Family Moves West”/”Joe’s Letter”—pp. 159–160 <p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Points of View: “Protect My Business from Their Business” (Letter to the Editor) <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “Deeply Flawed Book” (Letter to the Editor) ◦ Chapter 6 Close Reading Lesson Plan
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Home Connect (look for and discuss print sources and reliable online sources of information)—p. 208 <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223 • Analyze a student model then outline and write an evidence-based essay first draft—pp. 224–227 • Assignment: Final draft—p. 234 <p>Chapter 10 Research to Build and Present Knowledge: 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/take notes/outline then write a first draft of a research report—pp. 238–242 • Assignment: Final draft—p. 248 <p>TEACHER’S EDITION Digital Connection</p> <ul style="list-style-type: none"> • Chapter 1 Online Research—TE p. 15 • Chapter 2 Finding Primary Sources Online—TE p. 47 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Chapter 3 Poetry in Performance—TE p. 79 • Chapter 4 Using Online Tools—TE p. 111 • Chapter 5 Read or Research—TE p. 143 • Chapter 6 Primary Sources Online—TE p. 167
<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p>TEACHER'S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Create: Organizational Structure <ul style="list-style-type: none"> ◦ Brainstorming (brainstorm ideas for research papers)—TE p. 242 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning (start by asking questions)—p. 2 <ul style="list-style-type: none"> ◦ What am I writing? ◦ Why am I writing? What is my purpose? ◦ Who is my audience? • Lesson Plan—p. 3 and 4 <ul style="list-style-type: none"> ◦ Researching Your Topic <ul style="list-style-type: none"> ◦ Remind students to generate a list of questions about their topic before they begin research.
<p>(B) develop and revise a plan;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Using the graphic organizer to plan—pp. 224, 227 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Using the graphic organizer to plan—pp. 238, 242 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 2-4 <ul style="list-style-type: none"> ◦ Plan by making an outline/sample outline
<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p>TEACHER'S EDITION Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Differentiate Instruction <ul style="list-style-type: none"> ◦ Partners ask each other questions to help develop their claims—TE p. 227 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Peer Collaboration (research different aspects of the same topic)—TE p. 241 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> 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"> ◦ What am I writing? (ask questions about a topic that interests you)—p. 2 ◦ Why am I writing? What is my purpose? (answer any questions that came up as you planned and researched your topic)—p. 2 ◦ Planning and Research <ul style="list-style-type: none"> • Choose a topic that interests you (questions and answers that result from research)—p. 2 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (develop a list of specific questions about the topic and seek the answers to those questions)—pp. 3 and 4
<p>(D) identify and gather relevant information from a variety of sources;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Progress Check (use evidence from informational texts—such as facts, details, and examples—to support ideas)—p. 221 • Read a Student Model <ul style="list-style-type: none"> ◦ Evidence (from trustworthy sources)—p. 225 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Home Connect (find reliable sources of information, both in print and online/draw on several sources)—p. 236 <p><u>TEACHER’S EDITION</u> Chapter 9 Text Types and Purposes: Write Evidence-Based Texts</p> <ul style="list-style-type: none"> • Genre <ul style="list-style-type: none"> ◦ Evidence-Based Text (use evidence from trustworthy sources)—TE p. 224 <p><u>DIGITAL RESOURCES</u> 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"> ◦ Planning and Research <ul style="list-style-type: none"> • Find Supporting Evidence (facts, details, definitions, examples, and quotations from experts/use reliable sources)—p. 2 ◦ Researching Your Topic (present relevant and up-to-date information/search print or online sources that must be reliable, accurate, and credible)—p. 4 <ul style="list-style-type: none"> • Where to Look • How to Search • How to Judge <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (search a variety of reputable sources)—pp. 3 and 4
<p>(E) differentiate between primary and secondary sources;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Historical Accounts: “Journal of a British Officer” (Historical Account)—pp. 148-155 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (primary and secondary sources)—p. 148 • Chapter 5 Review <ul style="list-style-type: none"> ◦ Difference between primary and secondary sources—pp. 159-160 <p>TEACHER’S EDITION Digital Connection</p> <ul style="list-style-type: none"> • Chapter 2 Finding Primary Sources Online—TE p. 47 • Chapter 6 Primary Sources Online—TE p. 167 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Historical Accounts: “Journal of a British Officer” (Historical Account) <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (primary sources)—TE p. 152 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Cite Evidence (primary sources)—TE p. 153 ◦ Independent Practice <ul style="list-style-type: none"> ◦ Cite Evidence (primary sources)—TE p. 154 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (primary sources)—TE p. 157
<p>(F) synthesize information from a variety of sources;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing the Presentation of Ideas: “Save the World’s Forests” By Karen X. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 180-187 <p>TEACHER’S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Genre <ul style="list-style-type: none"> ◦ Research Report (synthesize information)—TE p. 238 ◦ Evaluate a Writer’s Work (synthesize information)—TE p. 240 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, 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) • 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)
<p>(G) differentiate between paraphrasing and plagiarism when using source materials;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Taking Notes <ul style="list-style-type: none"> ◦ Use index cards (summarize or paraphrase information)—p. 241 <p><u>TEACHER’S EDITION</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Genre <ul style="list-style-type: none"> ◦ Research Report (summarize information)—TE p. 238 • Analyze a Student Model <ul style="list-style-type: none"> ◦ Include a List of Sources (to avoid plagiarism)—TE p. 240 • Create: Note-Taking <ul style="list-style-type: none"> ◦ Summarizing and Paraphrasing Information—TE p. 241 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ How to Take Notes (paraphrase or summarize/using quotations)
<p>(H) examine sources for:</p> <ul style="list-style-type: none"> (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Include a List of Sources (sources that are credible and reliable)—p. 240 <p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Sources (use credible sources)—p. 253 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p>TEACHER’S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Include a List of Sources (credible and reliable)—TE p. 240 • Create: Note-Taking <ul style="list-style-type: none"> ◦ Collecting Sources (identify sources that are credible and current)—TE p. 241 <p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Sources (make a list of trustworthy sources)—TE p. 253 <p>DIGITAL RESOURCES Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 10 Home Connect Activity: Opinion and Reasons (credible sources) (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ Where to Look (avoid biased sites) ◦ How to Judge (credible sources written by experts) ◦ Research Tips: Look for sources that are: <ul style="list-style-type: none"> • up-to-date • written by an expert on the subject • carefully documented, so that you can verify their credibility and accuracy • well-written • unbiased • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> ◦ Researching Your Topic (credible sources)
<p>(I) display academic citations and use source materials ethically; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Include a List of Sources—p. 240 <p>TEACHER’S EDITION Analyze a Student Model</p> <ul style="list-style-type: none"> • Include a List of Sources—TE p. 240 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Citing Sources—TE p. 241 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ How to Cite Sources <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<ul style="list-style-type: none"> ○ Step 4: Editing—p. 10 <ul style="list-style-type: none"> ○ Editing Tips <ul style="list-style-type: none"> • Citing Sources • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Step 4: Editing—pp. 9 and 10 <ul style="list-style-type: none"> ○ Quotations and Citations
<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Write the final copy of the research report—p. 248 <p><u>TEACHER’S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Compare and Contrast (create a chart/present to other groups)—TE p. 19 • Chapter 1 Draw Conclusions (summarize conclusions in a short presentation to the class)—TE p. 27 • Chapter 1 Write a Hero Story (read stories aloud to the class)—TE p. 36 • Chapter 2 Apply Concepts (write a short speech to the class)—TE p. 51 • Chapter 2 Investigate (present findings to the class)—TE p. 59 • Chapter 2 Critical Response (share time lines with the class)—TE p. 68 • Chapter 3 Investigate (present findings in a paper or multimedia presentation)—TE p. 91 • Chapter 3 Critical Response (share ideas with a partner)—TE p. 100 • Chapter 4 Critique (present ideas to the class)—TE p. 115 • Chapter 4 Investigate (each group present its summary to the class)—TE p. 123 • Chapter 4 Initiate a Debate (present ideas in a proctored debate)—TE p. 132 • Chapter 5 Apply Concepts (create a presentation)—TE p. 147 • Chapter 5 Critical Response (share ideas with a partner)—TE p. 156 • Chapter 5 Apply Concepts (present findings to the class)—TE p. 171 • Chapter 6 Apply Concepts (groups share their work)—TE p. 179 • Chapter 6 Analyzing Narratives (give brief presentations to the class)—TE p. 199 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Digital Publishing—TE p. 206 • Chapter 8 Using Multimedia—TE p. 220 • Chapter 9 Photographic Evidence—TE p. 234 • Chapter 10 Incorporating Graphics—TE p. 248 • Chapter 11 Posting an Historical Drama—TE p. 262 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL G / GRADE 7
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11-12 <ul style="list-style-type: none"> ◦ Improve the paper’s visual presentation by adding images or text features. ◦ Online Publishing and Digital Slide Presentations ◦ Speaking Tips (oral presentation) ◦ Digital Connection • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> ◦ Adding Visuals and Text Features ◦ Running Class Presentations ◦ Speaking and Listening Presentation ◦ Digital Integration (using social media) ◦ Assignment: Digital Presentation (publish in digital formats)