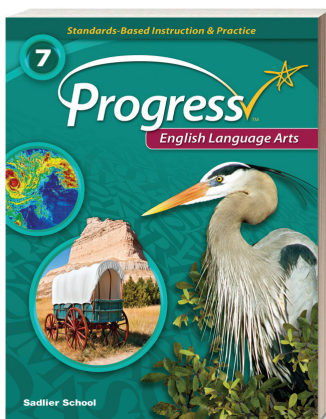SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to the

Colorado
Academic Standards in Reading, Writing & Communicating

Seventh Grade

Contents

Sadlier

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Sadlier *Progress English Language Arts*, Grade 7, Aligned to the
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1. Oral Expression and Listening

Prepared Graduates:
➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes

Concepts and skills students master:
1. Formal presentations require preparation and effective delivery

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 310 **Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294 **Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (*Did I?*: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258 *See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310 *See also* **Home Connect**—pp. 48 (create a flow chart), 62 (Internet images), 152 (create a 3- or 4-panel drawing), 204 (make a cause-effect chart), 218 (create a storyboard)
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that suits your audience and occasion)—p. 310 **Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294 **Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (*Did I?*: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258 *See also* **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content	

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SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)	

1. Oral Expression and Listening

Prepared Graduates:
➢ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Concepts and skills students master:
2. Small and large group discussions rely on active listening and the effective contributions of all participants

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)	
i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)	**Connect Across Texts** (be prepared to discuss ideas with class): Analyze Literary Elements—p. 42; Support a Claim— pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294
	Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (*Did I?*: Come to the discussion prepared?), 110, 162, 214, 258
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening Tips—p. 310
	See also **Home Connect** (discussions with family members)— pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)	**Speaking and Listening:** Discuss/Return to the Essential Question (follow discussion rules)—pp. 58 (rules checklist/ define individual roles), 110, 162, 214, 258
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening Tips—p. 310
iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)	**Speaking and Listening:** Discuss/Return to the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258
	Connect Across Texts: Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294

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	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310
	See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294
	Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (*Did I?*: Revise my own views when presented with new evidence or information?), 110, 162, 214, 258
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310
	See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
b. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294
	Speaking and Listening: Discuss/Return to the Essential Question—pp. 58,110, 162, 214, 258
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	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 310
	See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294
	Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (*Did I?*: Distinguish claims that are supported by reasons and evidence from claims that are not?), 110, 162, 214, 258

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	See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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2. Reading for All Purposes

Prepared Graduates:
➢ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Concepts and skills students master:
1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Use Key Ideas and Details to:	
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**Unit 1 Reading Literature: Key Ideas and Details** **Drawing Inferences:** "Courage in the Water" (Realistic Fiction)—pp. 12–19 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41 Unit 1 Review—pp. 44–46 Performance Task—Online
ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	**Unit 1 Reading Literature: Key Ideas and Details** **Analyzing Theme:** "The Courage of John Adams" (Historical Fiction)—pp. 20–27 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41 Unit 1 Review—pp. 44–46 Performance Task—Online
iii. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3)	**Unit 1 Reading Literature: Key Ideas and Details** **Analyzing Literary Elements:** "Into the Unknown" (Multi-Act Play)—pp. 28–35 **Connect Across Texts:** Analyzing Literary Elements—p. 42 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41 Unit 1 Review—pp. 44–46 Performance Task—Online
iv. Recognize the influence of setting on other narrative elements	
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	**Unit 5 Reading Literature: Craft and Structure** **Analyzing Literary Language:** "A Valentine" by Edgar Allen Poe (Poetry)/ "Annabel Lee" by Edgar Allen Poe (Poetry)—pp. 116–123 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: "Toward the Unknown River" Adventure—based on actual events)—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online

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ii. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	**Unit 5 Reading Literature: Craft and Structure** **Analyzing Dramatic Structure:** "The Longest Walk" (Drama)—pp. 124–131 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: "Toward the Unknown River" Adventure—based on actual events)—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	**Unit 5 Reading Literature: Craft and Structure** **Analyzing Point of View:** "Race to the Golden Spike" (Historical Fiction)—pp. 132–139 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: "Toward the Unknown River" Adventure—based on actual events)—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Comparing and Contrasting Versions:** "The Last of the Mohicans" (Historical Fiction)/"Exciting *Mohicans* Diverges from the Novel" (Movie Review)—pp. 220–227 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 217–219 Close Reading: "A Plains Family Moves West" (Historical Fiction)/"Great *Plains*" (Movie Review)/"Across the Plains in 1844" by Catherine Sager Pringle (Historical Account)—pp. 236–241 Unit 9 Review—pp. 244–246 Performance Task—Online
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Comparing and Contrasting Historical Accounts:** "Journal of a British Office" (Historical Account)—pp. 228–235 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 217–219 Close Reading: "A Plains Family Moves West" (Historical Fiction)/"Great *Plains*" (Movie Review)/"Across the Plains in 1844" by Catherine Sager Pringle (Historical Account)—pp. 236–241 Unit 9 Review—pp. 244–246 Performance Task—Online
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

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	Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41
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	Unit 1 Review: "The Drummer's Courage"/ "The Story of Hua Mulan"—pp. 44–46
	Unit 5 Reading Literature: Craft and Structure
	Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
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	Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
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	Part 2: Narrative Writing—pp. 311, 315–317
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	Part 1: Literary Analysis—pp. 321–324
	Part 2: Narrative Writing—pp. 321, 325–327

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2. Reading for All Purposes

Prepared Graduates:
➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Concepts and skills students master:
2. Informational and persuasive texts are summarized and evaluated

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Use Key Ideas and Details to:	
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "A Man on the Moon" (Explanatory Text with Speech)—pp. 64–71 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Our National Space Policy" (Explanatory Text and Policy Statement)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Central Idea:** "Barbara Morgan, Teacher and Astronaut" (Interview)—pp. 72–79 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Our National Space Policy" (Explanatory Text and Policy Statement)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online
iii. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Analyzing Texts:** "Destination Mars" (Feature Article)—pp. 80–87 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Our National Space Policy" (Explanatory Text and Policy Statement)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Word Meanings:** "Satellites and the Global Positioning System" by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: "Satellites: Bridging the Gap from Earth to Sky" (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online

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ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Text Structure: "**Hurricanes: Earth's Most Violent Storms" (Technical Text)—pp. 176–183 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: "Satellites: Bridging the Gap from Earth to Sky" (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online
iii. Interpret a variety of graphical representations and connect them to information in the text	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Formatting (subheads) and Graphics—p. 104
iv. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Points of View:** "Our Fragile Ecosystem: The Importance of Preserving the Wetlands" (Scientific Text)—pp. 184–191 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: "Satellites: Bridging the Gap from Earth to Sky" (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online

c. Use Integration of Knowledge and Ideas to:

i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **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. 264–271 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Evaluating Arguments:** "What Forests Offer Us" by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online

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iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing the Presentation of Ideas:** "Save the World's Forests" by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online
iv. Organize and synthesize information from multiple sources, determining the relevance of information	**Writing Handbook** **Step 1: Planning:** Planning and Research/Researching Your Topic—pp. 300–302
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect**—pp. 61–62 **Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93 **Drawing Inferences:** "A Man on the Moon" (Explanatory Text with Speech)—pp. 64–71 **Determining Central Idea:** "Barbara Morgan, Teacher and Astronaut" (Interview)—pp. 72–79 **Analyzing Texts:** "Destination Mars" (Feature Article)—pp. 80–87 **Close Reading:** "Our National Space Policy" (Explanatory Text and Policy Statement)—pp. 88–93 **Connect Across Texts:** Support a Claim—p. 94 **Unit 3 Review:** "Going Up: Space Elevator"/"Going Nowhere: Space Elevator"—pp. 96–98 **Unit 7 Reading Informational Text: Craft and Structure** **Introducing Unit 7/Home Connect**—pp. 165–166 **Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197 **Analyzing** Word Meanings: "Satellites and the Global Positioning System" by Randolph Sims Magnusson, Editor, Tech Times Daily (Web Article)—pp. 168–175 **Analyzing Text Structure:** "Hurricanes: Earth's Most Violent Storms" (Technical Text)—pp. 176–183 **Analyzing Points of View:** "Our Fragile Ecosystem: The Importance of Preserving the Wetlands" (Scientific Text)—pp. 184–191 **Close Reading:** "Satellites: Bridging the Gap from Earth to Sky" (Technical Text)—pp. 192–197 **Connect Across Texts:** Support a Claim—p. 198 **Unit 7 Review:** "The Hurricane Hunters"/"The Science of 'Space Weather'"—pp. 200–202

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2. Reading for All Purposes

Prepared Graduates:
➢ Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Concepts and skills students master:
3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)	
i. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)	**Unit 7 Reading Informational Text: Craft and Structure** **Language:** Context Clues—p. 199 SEE ALSO Introducing Unit 7/Home Connect—pp. 165–166 Unit 7 Review—pp. 200–202
ii. Use the tone of a passage to determine an approximate meaning of a word	
iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). (CCSS: L.7.4b)	**Unit 1 Reading Literature: Key Ideas and Details** **Language:** Greek and Latin Affixes—p. 43 SEE ALSO Introducing Unit 1/Home Connect—pp. 9–10 Unit 1 Review—pp. 44–46

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	Unit 3 Reading Informational Text: Key Ideas and Details **Language:** Greek and Latin Roots—p. 95 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Unit 3 Review—pp. 96–98
iv. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "A Man on the Moon" (Explanatory Text with Speech) (use a dictionary)—p. 65
	Unit 5 Reading Literature: Craft and Structure **Language:** Figurative Language (use a print or online dictionary)—p. 147
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Language:** Word Meanings (use a dictionary)—p. 243
	Writing Handbook **Step 4 Editing:** Editing Checklist (use a print or online dictionary–p. 306
	Glossary—pp. 331–335
v. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "A Man on the Moon" (Explanatory Text with Speech) (use a dictionary)—p. 65
	Unit 5 Reading Literature: Craft and Structure **Language:** Figurative Language (use a print or online dictionary)—p. 147
	Unit 7 Reading Informational Text: Craft and Structure **Language:** Context Clues—p. 199
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Language:** Word Meanings (use a dictionary)—p. 243
	Writing Handbook **Step 4 Editing:** Editing Checklist (use a print or online dictionary—p. 306
	Glossary—pp. 331–335
vi. Differentiate between primary and secondary meanings of words	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Language:** Word Meanings—p. 243 SEE ALSO Introducing Unit 9/Home Connect—pp. 217–218 Unit 9 Review—pp. 244–246

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b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)	
i. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Figurative Language: Metaphor and Simile—p. 108 **Language:** Figurative Language: Hyperbole and Personification—p. 109 SEE ALSO Introducing Unit 4/Home Connect—pp. 99–100 Unit 4 Review—p. 112 **Unit 5 Reading Literature: Craft and Structure** **Language:** Figurative Language (allusions)—p. 147 SEE ALSO Introducing Unit 5/Home Connect—pp. 113–114 Unit 5 Review—pp. 148–150
ii. Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Language:** Word Meanings—p. 243 SEE ALSO Introducing Unit 9/Home Connect—pp. 217–218 Unit 9 Review—pp. 244–246
iii. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Word Relationships (using synonyms, antonyms, and analogies to learn new words)—pp. 56–57 SEE ALSO Introducing Unit 2/Home Connect—pp. 47–48 **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Language:** Word Relationships—p. 295 SEE ALSO Introducing Unit 11/Home Connect—pp. 261–262 Unit 11 Review—pp. 296–297
iv. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). (CCCS: L.7.5c)	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Language:** Word Meanings—p. 243 SEE ALSO Introducing Unit 9/Home Connect—pp. 217–218 Unit 9 Review—pp. 244–246
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

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	Unit 2 Text Types and Purposes: Write Nonfictional Narratives **Language:** Word Relationships (using word relationships to learn new words)—pp. 56–57
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Language:** Figurative Language: Metaphor and Simile—p. 108 **Language:** Figurative Language: Hyperbole and Personification—p. 109
	Unit 5 Reading Literature: Craft and Structure **Analyzing Literary Language:** "A Valentine" by Edgar Allen Poe (Poetry)/ "Annabel Lee" by Edgar Allen Poe (Poetry)— pp. 116–123
	Unit 7 Reading Informational Text: Craft and Structure **Analyzing Word Meanings**: "Satellites and the Global Positioning System" by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175 **Language:** Context Clues—p. 199
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Language:** Word Meanings—p. 243
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Language:** Word Relationships (using word relationships to learn new words)—p. 295
	Writing Handbook **Step 3 Revising:** Revising Checklist: Word Choice—p. 304

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3. Writing and Composition

Prepared Graduates:
- ➢ Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

Concepts and skills students master:
1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60
	Performance Task 1 **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317
	Performance Task 2 **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327
i. Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Creating an Organizational Structure—pp. 50, 53
ii. Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre	**Unit 5 Reading Literature: Craft and Structure** **Language:** Figurative Language—p. 147
iii. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts	
iv. Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Transition Words and Phrases to Connect Events—pp. 51, 53
v. Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Sensory Language and Precise Words to Make Experiences More Realistic—pp. 50–51, 53

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vi. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Creating an Organizational Structure/Engaging the Reader's Attention/Introducing the Narrator and Point of View—pp. 50–51, 53
vii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Pacing and Dialogue/Description of Characters and Events—pp. 50–53
viii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Transition Words and Phrases to Connect Events—pp. 51, 53
ix. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Sensory Language and Precise Words to Make Experiences More Realistic—pp. 50–51, 53
x. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Wrapping up the Narrative with a Conclusion That Leaves the Reading with a Final Thought—pp. 52–53

3. Writing and Composition

Prepared Graduates:
➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail

Concepts and skills students master:
2. Organization is used when composing informational and persuasive texts

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253 **Unit 10 Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 247–249
i. Develop texts that explain a process; define a problem and offer a solution; or support an opinion	

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SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
ii. Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts	
iii. Reach an authentic audience with a piece of informational or persuasive writing	
iv. Explain and imitate emotional appeals used by writers who are trying to persuade an audience	
v. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Creating an Organizational Structure/Introducing the Topic/Presenting the Claim/Addressing Opposing Claims/Organizing Evidence Logically—pp. 250–253
vi. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Supporting Claims with Relevant Evidence from Credible Sources, Logical Reasoning—pp. 251–253
vii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Connecting Evidence with Transition Words, Phrases, and Clauses—pp. 252–253
viii. Establish and maintain a formal style. (CCSS: W.7.1d)	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Using Academic Language and a Formal Tone—p. 250
ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Providing a Conclusion that Supports the Essay's Argument—pp. 252–253
b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112 SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 99–101
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Analyze a student model/organize and draft an evidence-based text—pp. 154–157 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

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SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210 **Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 203–205
	Performance Task 1 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320
	Performance Task 2 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330
i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)	**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Creating an Organizational Structure/Introducing the Topic/Providing Relevant Historical Background/Using Headings and Graphics/Multimedia—pp. 154–157
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic—pp. 206–208, 210
ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)	**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Developing the Topic by Grouping and Exploring Related Ideas—pp. 102–105
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 157

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SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210
iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Transitions to Link Ideas so Readers Can Easily Follow the Logic/Showing Cause and Effect—pp. 103, 105
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Connecting Ideas with Transitional Words and Phrases—pp. 156–157
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions—p. 206
iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language to Name Exact Things and Ideas—pp. 103, 105
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Using Precise Language/Defining Unfamiliar Terms—pp. 155–157
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Precise Language—p. 207
v. Establish and maintain a formal style. (CCSS: W.7.2e)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using a Formal Style—pp. 102, 105
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Using a Formal Style in Writing—pp. 156–157
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using a Formal, Academic Style—p. 207

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vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Conclusion that Sums up the Essay's Central Idea—pp. 104–105 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts** **Read a Student Model/Outline an Evidence-Based Text:** Wrapping Up the Topic in the Conclusion—pp. 156–157 **Unit 8 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing the Central Idea in the Conclusion— pp. 208, 210

3. Writing and Composition

Prepared Graduates:
➤ Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:
3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160 SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit 6 Review—pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
i. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (CCSS: L.7.2a)	**Unit 10 Text Type and Purposes: Write Opinion Pieces** **Language:** Coordinate and Cumulative Adjectives—pp. 254– 255 SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Unit 10 Review—p. 260 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
ii. Spell correctly. (CCSS: L.7.2b)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160 SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit 6 Review—pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

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SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)	
i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Function of Phrases and Clauses—pp. 54–55 SEE ALSO Introducing Unit 2/Home Connect—pp. 47–48 Unit 2 Review—p. 60 **Unit 8 Research to Build and Present Knowledge: Write Research Reports** **Language:** Verbals and Verbal Phrases—pp. 211–212 SEE ALSO Introducing Unit 8/Home Connect—pp. 203–204 Unit 8 Review—p. 216
ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159 SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit 6 Review—pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)	**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** **Language:** Phrase and Clause Placement—p. 106 **Language:** Misplaced Modifiers—p. 107 SEE ALSO Introducing Unit 4/Home Connect—pp. 99–100 Unit 4 Review—p. 112 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306 **Unit 8 Research to Build and Present Knowledge: Write Research Reports** **Language:** Dangling Modifiers—p. 213 SEE ALSO Introducing Unit 8/Home Connect—pp. 203–204 Unit 8 Review—p. 216 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)	**Unit 10 Text Type and Purposes: Write Opinion Pieces** **Language:** Expressing Ideas Precisely and Concisely—pp. 256–257 SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Unit 10 Review—p. 260
d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

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SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Analyze a student model/organize and draft an evidence-based text—pp. 154–157 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216
	Unit 10 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253 **Unit 10 Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Draft a Nonfictional Narrative**—p. 53 **Unit 2 Review:** Write the final draft—p. 60
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Draft an Informative/Explanatory Essay**—p. 105 **Unit 4 Review:** Write the final draft—p. 112
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Draft an Evidence-Based Essay**—p. 157 **Unit 8 Review:** Write the final draft—p. 164
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Draft a Research Report**—p. 210 **Unit 8 Review:** Write the final draft—p. 216
	Unit 10 Text Types and Purposes: Write Opinion Pieces **Draft an Opinion Piece** —p. 254 **Unit 10 Review:** Write the final draft—p. 260

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	Writing Handbook **Step 1: Planning**—pp. 300–302 **Step 2: Drafting**—p. 303 **Step 3: Revising**—pp. 304–305 **Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 306–308
i. Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160 SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit 6 Review—pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
ii. Write and punctuate compound and complex sentences correctly	
iii. Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Function of Phrases and Clauses—pp. 54–55 SEE ALSO Introducing Unit 2/Home Connect—pp. 47–48 Unit 2 Review—p. 60
iv. Use pronoun-antecedent agreement including indefinite pronouns	
v. Write with consistent verb tense across paragraphs	
vi. Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs	
vii. Combine sentences with coordinate conjunctions	
viii. Improve word choice by using a variety of references, such as a thesaurus	**Unit 10 Text Type and Purposes: Write Opinion Pieces** **Language:** Expressing Ideas Precisely and Concisely—pp. 256–257 SEE ALSO Introducing Unit 10/Home Connect—pp. 247–248 Unit 10 Review—p. 260
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)	**Writing Handbook** **Step 1: Planning** (using a computer)—pp. 300–302 **Step 2: Drafting** (using a computer)—p. 303 **Step 3: Revising** (using a computer)—pp. 304–305 **Step 4:** Editing (using a computer)—pp. 306–308 **Step 5: Producing, Publishing, and Presenting** (using a computer)—pp. 309–310
	See also **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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4. Research and Reasoning

Prepared Graduates:
- ➢ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Concepts and skills students master:
1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources

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Students can:	
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**Unit 8 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210 **Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216 **Writing Handbook** **Step 1:** Planning: Planning and Research/Researching Your Topic—pp. 300–302
i. Identify a topic for research, developing the central idea or focus	
ii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials	
b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**Unit 8 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources —pp. 206–210 **Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216 **Performance Task 1** **Part 3: Research Simulation**—pp. 311, 318–320 **Performance Task 2** **Part 3: Research Simulation**—pp. 321, 328–330 **Writing Handbook** **Step 1:** Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302
i. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information	
ii. Evaluate accuracy and usefulness of information, and the credibility of the sources used	

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iii. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question	
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)	
i. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a)	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41 **Drawing Inferences:** "Courage in the Water" (Realistic Fiction)—pp. 12–19 **Analyzing Theme:** "The Courage of John Adams" (Historical Fiction)—pp. 20–27 **Analyzing Literary Elements:** "Into the Unknown" (Multi-Act Play)—pp. 28–35 **Close Reading:** "Theseus and the Minotaur" (Myth)—pp. 36–41 **Connect Across Texts:** Analyzing Literary Elements—p. 42 **Unit 1 Review:** "The Drummer's Courage"/ "The Story of Hua Mulan"—pp. 44–46 **Unit 5 Reading Literature: Craft and Structure** **Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115 **Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145 **Analyzing Literary Language:** "A Valentine" by Edgar Allen Poe (Poetry)/ "Annabel Lee" by Edgar Allen Poe (Poetry)—pp. 116–123 **Analyzing Dramatic Structure:** "The Longest Walk" (Drama)—pp. 124–131 **Analyzing Point of View:** "Race to the Golden Spike" (Historical Fiction)—pp. 132–139 **Close Reading:** "Toward the Unknown River" Adventure—based on actual events)—pp. 140–145 **Connect Across Texts:** Compare and Contrast Texts—p. 146 **Unit 5 Review:** "Rehearsing with a Friend"/"An Entry from Gwen's Diary"—pp. 148–150 **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241 **Comparing and Contrasting Versions:** "The Last of the Mohicans" (Historical Fiction)/"Exciting *Mohicans* Diverges from the Novel" (Movie Review)—pp. 220–227

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	Comparing and Contrasting Historical Accounts: "Journal of a British Office" (Historical Account)—pp. 228–235 **Close Reading:** "A Plains Family Moves West" (Historical Fiction)/"Great *Plains*" (Movie Review)/"Across the Plains in 1844" by Catherine Sager Pringle (Historical Account)—pp. 236–241 **Connect Across Texts:** Support a Claim—p. 242 **Unit 9 Review:** "Great *Plains*" (continued)/"Joe's Letter to His Grandmother"—pp. 244–246
	Performance Task 1 **Part 1: Literary Analysis**—pp. 311–314 **Part 2: Narrative Writing**—pp. 311, 315–317
	Performance Task 2 **Part 1: Literary Analysis**—pp. 321–324 **Part 2: Narrative Writing**—pp. 321, 325–327
ii. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect**—pp. 61–62 **Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93 **Drawing Inferences:** "A Man on the Moon" (Explanatory Text with Speech)—pp. 64–71 **Determining Central Idea:** "Barbara Morgan, Teacher and Astronaut" (Interview)—pp. 72–79 **Analyzing Texts:** "Destination Mars" (Feature Article)—pp. 80–87 **Close Reading:** "Our National Space Policy" (Explanatory Text and Policy Statement)—pp. 88–93 **Connect Across Texts:** Support a Claim—p. 94 **Unit 3 Review:** "Going Up: Space Elevator"/"Going Nowhere: Space Elevator"—pp. 96–98
	Unit 7 Reading Informational Text: Craft and Structure **Introducing Unit 7/Home Connect**—pp. 165–166 **Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197 **Analyzing Word Meanings**: "Satellites and the Global Positioning System" by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175 **Analyzing Text Structure**: "Hurricanes: Earth's Most Violent Storms" (Technical Text)—pp. 176–183 **Analyzing Points of View:** "Our Fragile Ecosystem: The Importance of Preserving the Wetlands" (Scientific Text)—pp. 184–191 **Close Reading:** "Satellites: Bridging the Gap from Earth to Sky" (Technical Text)—pp. 192–197 **Connect Across Texts:** Support a Claim—p. 198 **Unit 7 Review:** "The Hurricane Hunters"/"The Science of 'Space Weather'"—pp. 200–202

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	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Introducing Unit 11/Home Connect**—pp. 261–262 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293 **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. 264–271 **Evaluating Arguments:** "What Forests Offer Us" by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279 **Analyzing the Presentation of Ideas:** "Save the World's Forests" by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287 **Close Reading:** "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review)—pp. 288–293 **Connect Across Texts:** Compare and Contrast Texts—p. 294 **Unit 11 Review:** "Cloud Computing: An Interview"/" Cloud Computing: An Opinion"—pp. 296–298
	Performance Task 1 **Part 3: Research Simulation—pp. 311, 318–320**
	Performance Task 2 **Part 3: Research Simulation—pp. 321, 328–330**

4. Research and Reasoning

Prepared Graduates:
➢ Exercise ethical conduct when writing, researching, and documenting sources

Concepts and skills students master:
2. Logical information requires documented sources

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure	
b. Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page	
c. Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics	

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4. Research and Reasoning

Prepared Graduates:

➢ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

Concepts and skills students master:

3. Reasoned material is evaluated for its quality using both its logic and its use of a medium

SEVENTH GRADE EVIDENCE OUTCOMES	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
Students can:	
a. Identify low-credibility stories by noticing vested interests or passion associated with content	
b. Obtain useful information from standard news stories	
c. Identify the purpose(s) or agenda of media presentations	
d. Consider alternative perspectives of media presentations	