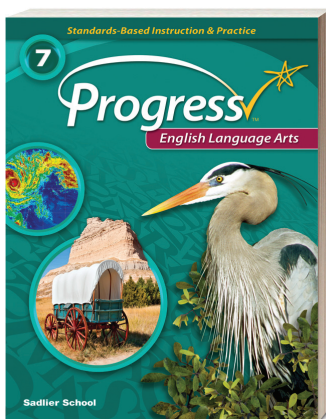SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to

Ohio's Learning Standards for English Language Arts (revised 2017)

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Key Ideas and Details

RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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
RL.7.2	**Analyze literary text development.** a. **Determine a theme of a text and analyze its development over the course of the text.** b. **Incorporate the development of a theme and other story details into an objective summary of the text.**	**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
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or <u>plot</u>).	**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

Craft and Structure

RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of **specific language choices, such as sensory words or phrases, on meaning and tone, including** 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.	**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
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., <u>soliloquy</u>, <u>sonnet</u>) contributes to its meaning	**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

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RL.7.6 Analyze how an author **uses the point of view to** develop and contrast the **perspectives** of different characters or narrators in a text.	**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

Integration of Knowledge and Ideas

RL.7.7 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).	**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
RL.7.8 (Not applicable to literature)	
RL.7.9 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.	**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

Range of Reading and Level of Text Complexity

RL.7.10 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. **Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.**	**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

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	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 **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
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Key Ideas and Details

RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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

RI.7.2	**Analyze informational text development.**
	  a. **Determine two or more central ideas in a text and analyze their development over the course of the text.**
	  b. **Provide an objective summary of the text that includes the central ideas and their development.**
		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

RI.7.3	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).	**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

Craft and Structure

RI.7.4	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.	**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
RI.7.5	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.	**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

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RI.7.6 Determine an author's **perspective** or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**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

Integration of Knowledge and Ideas

RI.7.7 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).	**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
RI.7.8 Trace and evaluate the argument and specific claims in a text, <u>assess</u>ing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**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
RI.7.9 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.	**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

Range of Reading and Level of Text Complexity

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with <u>scaffolding</u> as needed at the high end of the range.	**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

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	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
	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

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Text Types and Purposes

W.7.1 Write <u>arguments</u> to support claims with clear reasons and relevant evidence.	**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
a. **Establish a thesis statement to present an argument.**	**Unit 10 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Piece:** Introducing the Topic—p. 250
b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	**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
c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**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
d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**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
e. Establish and maintain a formal style.	**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
f. Provide a concluding statement or section that follows from and supports the argument presented.	**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
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**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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	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
a. **Establish a thesis statement to present information.**	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Introducing the Topic—p. 102
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts **Read a Student Model/Outline an Evidence-Based Text:** Introducing the Topic—p. 154
	Unit 8 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Introducing the Topic—p. 206
b. 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 **to aid comprehension, if needed**.	**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

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c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**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
	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
d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**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
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	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,
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**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
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	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
f. Establish and maintain a formal style.	**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

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	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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	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
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**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
a. 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.	**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
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**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
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**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
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e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**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

Production and Distribution of Writing

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**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
	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
W.7.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)	**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

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		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
		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)—ppp. 306–308
W.7.6	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.	**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

Research to Build and Present Knowledge

W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**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
W.7.8	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 <u>plagiarism</u> and following a standard format for citation.	**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 opy 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

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	Writing Handbook **Step 1**: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. 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").	**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 **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

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	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
b. 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").	**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
	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

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	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

Range of Writing

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Connect Across Texts** (write a brief essay)**:** Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—p. 146 **Connect Across Texts** (complete a chart with claims and reasoning)**:** Compare and Contrast Texts—p. 294
	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
	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. 102–105 **Unit 4 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112
	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

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	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 piece—pp. 250–253 **Unit 10 Review:** Assignment: Write the final draft of the opinion essay started on p. 254—p. 260
	Writing Handbook **Step 1: Planning**—pp. 300–302 **Step 2: Drafting**—p. 303 **Step 3: Revising**—pp. 304–305 **Step 4: Editing**—pp. 306–308 **Step 5: Producing, Publishing, and Presenting**—pp. 309–310
	Performance Task 1 **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314 **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317 **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 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327 **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330
	*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Review questions at the end of each unit.

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Speaking and Listening Standards

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Comprehension and Collaboration

SL.7.1 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.	
a. 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.	**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
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	**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
c. 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.	**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
	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
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	**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

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SL.7.2 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.	**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
	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
	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
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**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
	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
	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

Presentation of Knowledge and Ideas

SL.7.4 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.	**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

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	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
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**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)
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**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

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Language Standards

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Conventions of Standard English

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.	**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
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	**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
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**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
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**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
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	**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

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	Unit 10 Review— p. 260 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
b. Spell correctly.	**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

Knowledge of Language

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L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely. b. **Recognize and eliminate** wordiness and redundancy.	**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

Vocabulary Acquisition and Use

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L.7.4 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.	
a. 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.	**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
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	**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 **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
c. 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.	**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

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	Writing Handbook **Step 4 Editing:** Editing Checklist (use a print or online dictionary–p. 306
	Glossary—pp. 331–335
d. 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).	**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
L.7.5 Demonstrate understanding of figurative language, word relationships, and <u>nuances</u> in word meanings.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**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
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**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

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Language Standards

ENGLISH LANGUAGE ARTS STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 7
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	**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
L.7.6 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.	**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
	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