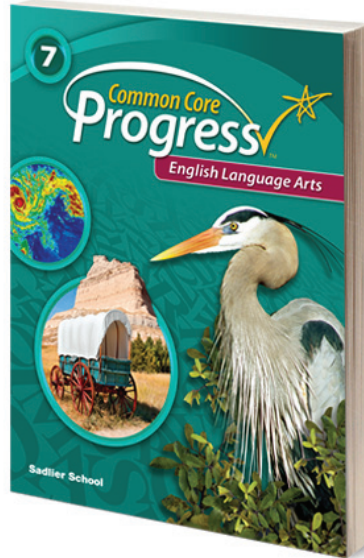SADLIER

Common Core Progress English Language Arts

Aligned to the

Alabama Course of Study: English Language Arts (2013)

Grade 7

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Key Ideas and Details

1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [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 Common Core Review— pp. 44–46 Performance Task—Online
2.	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. [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 Common Core Review— pp. 44–46 Performance Task—Online
3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [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 Common Core Review— pp. 44–46 Performance Task—Online

Craft and Structure

4.	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. [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 Common Core Review— pp. 148–150 Performance Task—Online
5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [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 Common Core Review— pp. 148–150 Performance Task—Online

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6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [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 Common Core Review— pp. 148–150 Performance Task—Online

Integration of Knowledge and Ideas

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). [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 Common Core Review— pp. 244–246 Performance Task—Online
8. 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. [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 Common Core Review— pp. 244–246 Performance Task—Online

Range of Reading and Level of Text Complexity

9. 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. [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 **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 Common Core Review:** "The Drummer's Courage"/ "The Story of Hua Mulan"—pp. 44–46

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Key Ideas and Details

10.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [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 Common Core Review— pp. 96–98 Performance Task—Online
11.	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. [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 Common Core Review— pp. 96–98 Performance Task—Online
12.	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). [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 Common Core Review— pp. 96–98 Performance Task—Online

Craft and Structure

13.	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. [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 Common Core Review— pp. 200–202 Performance Task—Online
14.	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. [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 Common Core Review— pp. 200–202 Performance Task—Online

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15. 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. [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 Common Core Review— pp. 200–202 Performance Task—Online

Integration of Knowledge and Ideas

16. 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). [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 Common Core Review— pp. 296–298 Performance Task—Online
17. 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. [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 Common Core Review— pp. 296–298 Performance Task—Online
18. 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. [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 Common Core Review— pp. 296–298 Performance Task—Online

Range of Reading and Level of Text Complexity

19. 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. [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

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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 Common Core 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 Common Core Review:** "Cloud Computing: An Interview"/" Cloud Computing: An Opinion"—pp. 296–298

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Text Types and Purposes	
20. Write arguments to support claims with clear reasons and relevant evidence. [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 Common Core 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. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [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
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [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
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [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
d. Establish and maintain a formal style. [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
e. Provide a concluding statement or section that follows from and supports the argument presented. [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
21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [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 Common Core 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 Common Core 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 Common Core 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. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [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
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [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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	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
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [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,
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [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
e. Establish and maintain a formal style. [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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f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [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
22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [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 Common Core 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, characters, or both; organize an event sequence that unfolds naturally and logically. [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
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [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
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [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
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [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

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e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [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

Production and Distribution of Writing

23. 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 20-22 above.) [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 Common Core 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 Common Core 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 Common Core 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 Common Core 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 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260
24. 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 the first three standards in the Language strand in Grades K-7.) [W.7.5]	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Draft a Nonfictional Narrative**—p. 53 **Unit 2 Common Core 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 Common Core Review:** Write the final draft—p. 112

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Writing Standards

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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 Common Core 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 Common Core Review:** Write the final draft—p. 216
	Unit 10 Text Types and Purposes: Write Opinion Pieces **Draft an Opinion Piece** —p. 254 **Unit 10 Common Core 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
25. 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. [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

Research to Build and Present Knowledge

26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [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 Common Core 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
27. 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. [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 Common Core 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
28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]	
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"). [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 Common Core 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 Common Core 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 Common Core 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"). [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 Common Core 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 Common Core 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 Common Core 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

29.	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]	**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 Common Core 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 Common Core 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 Common Core 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 Common Core 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 Common Core 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 Common Core Review questions at the end of each unit.

Speaking and Listening Standards

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## Comprehension and Collaboration	
30. 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. [SL.7.1]	
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. [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

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	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. [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
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. [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
	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. [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
31. 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. [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
	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 Common Core Review— pp. 96–98 Performance Task—Online

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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
32. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [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
	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 Common Core 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

33. 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. [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
34. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [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

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	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)
35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.) [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

Language Standards

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Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [Alabama]	
b. Explain the function of phrases and clauses in general and their function in specific sentences. [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 Common Core 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 Common Core Review— p. 216

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c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [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 Common Core Review— pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [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 Common Core 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 Common Core Review— p. 216 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
37. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [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 Common Core 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*). [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 Common Core Review— p. 260 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306
b. Spell correctly. [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 Common Core Review— pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

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Knowledge of Language

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. [L.7.3a]	**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 Common Core Review— p. 260

Vocabulary Acquisition and Use

39. 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. [L.7.4]	
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. [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 Common Core 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*). [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 Common Core 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 Common Core 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. [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

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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). [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
40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [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 Common Core 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 Common Core Review— pp. 148–150
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [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 Common Core Review— pp. 296–297
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). [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 Common Core Review— pp. 244–246

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41. 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. [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
	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