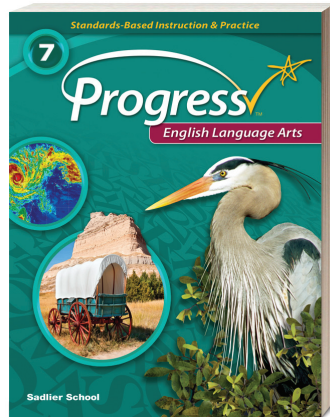


SADLIER

Progress English Language Arts



Aligned to the

College and Career Ready Indiana Academic Standards English/Language Arts: Grade 7

Contents

- 2 Reading
 - 2 Reading: *Literature*
 - 4 Reading: *Nonfiction*
 - 8 Reading: *Vocabulary*
- 11 Writing
- 20 Speaking and Listening
- 23 Media Literacy

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Reading

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 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 Allan Poe (Poetry)/ “Annabel Lee” by Edgar Allan 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 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

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas

7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).

7.RL.2.4: *Students are expected to build upon and continue applying concepts learned previously.*

RL.3: Structural Elements and Organization

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.

Connect Across Texts: Support a Claim—p. 242

Unit 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

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 Review—pp. 44–46

Performance Task—Online

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 Review—pp. 44–46

Performance Task—Online

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 Review—pp. 44–46

Performance Task—Online

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

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

RL.4: Synthesis and Connection of Ideas

Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning

7.RL.4.1: Compare and contrast a written story, play 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*).

7.RL.4.2: 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.

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

RN.1: Learning Outcome for Reading Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit Review—pp. 148–150
Performance Task—Online

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 Review—pp. 44–46

Performance Task—Online

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 Review—pp. 244–246

Performance Task—Online

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 Review—pp. 244–246

Performance Task—Online

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

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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 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 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 Review: “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

7.RN.2.3: 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*).

RN.3: Structural Elements and Organization

Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message

7.RN.3.1: *Students are expected to build upon and continue applying concepts learned previously.*

7.RN.3.2: 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 Review—pp. 96–98
Performance Task—Online

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 Review—pp. 96–98
Performance Task—Online

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 Review—pp. 96–98
Performance Task—Online

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 Review—pp. 200–202
Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

7.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.

RN.4: Synthesis and Connection of Ideas

Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas

7.RN.4.1: 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, noting instances of bias and stereotyping.

7.RN.4.2: Compare and contrast a print or digital 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*).

7.RN.4.3: 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 Review—pp. 200–202
Performance Task—Online

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 Review—pp. 296–298
Performance Task—Online

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 Review—pp. 296–298
Performance Task—Online

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 Review—pp. 296–298
Performance Task—Online

Reading: Vocabulary

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

RV.1: Learning Outcome for Reading Vocabulary

Acquire, refine, and apply vocabulary using various strategies and sources

7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: Vocabulary Building

Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships

7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 Allan Poe (Poetry)/ “Annabel Lee” by Edgar Allan 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

Unit 7 Reading Informational Text: Craft and Structure

Language: Context Clues—p. 199

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166

Unit Review—pp. 200–202

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

7.RV.2.2: Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.

7.RV.2.3: Distinguish among the connotations of words with similar denotations.

7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., *belligerent, bellicose, rebel*).

7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 Review—pp. 296–297

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 Review—pp. 244–246

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 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 Review—pp. 96–98

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

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

RV.3: Vocabulary in Literature and Nonfiction Texts

Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings

7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.

7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.RV.3.3: Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 5 Reading Literature: Craft and Structure

Analyzing Literary Language: “A Valentine” by Edgar Allan Poe (Poetry)/ “Annabel Lee” by Edgar Allan 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 Review—pp. 148–150
Performance Task—Online

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 Review—pp. 200–202
Performance Task—Online

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 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 Review—pp. 148–150

Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

W.1: Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

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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 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 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 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 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 piece—pp. 250–253

Unit 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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
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W.2: Handwriting
Demonstrate the ability to write legibly

7.W.2: *Students are expected to build upon and continue applying concepts learned previously.*

W.3: Writing Genres
Develop and refine writing skills by writing for different purposes and to specific audiences or people

PERSUASIVE

7.W.3.1: Write arguments in a variety of forms that –

- Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.

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 Unit Review questions at the end of each unit.

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 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

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

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

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

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- Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Provide a concluding statement or section that follows from and supports the argument presented.

INFORMATIVE

7.W.3.2: Write informative compositions on a variety of topics that –

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.

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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

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

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 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 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

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 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

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

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- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

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

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

- 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

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—pp. 206–208

- Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<ul style="list-style-type: none"> Establish and maintain a style appropriate to purpose and audience. 	<p>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</p>
<ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>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</p> <p>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</p>
<p>NARRATIVE</p>	<p>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</p>
<p>7.W.3.3: Write narrative compositions in a variety of forms that –</p>	<p>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</p>
<ul style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. 	<p>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</p>
<ul style="list-style-type: none"> Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 	<p>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 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60</p>
<ul style="list-style-type: none"> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<p>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</p>
	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Using Transition Words and Phrases to Connect Events—pp. 50–51, 53</p>
	<p>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</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<ul style="list-style-type: none"> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <hr/> <ul style="list-style-type: none"> Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>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</p> <hr/> <p>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</p>
<p>W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p>7.W.4: Apply the writing process to –</p>	
<ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. 	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Draft a Nonfictional Narrative—p. 53 Unit Review: Write the final draft—p. 60</p> <hr/> <p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Draft an Informative/Explanatory Essay—p. 105 Unit Review: Write the final draft—p. 112</p> <hr/> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Draft an Evidence-Based Essay—p. 157 Unit Review: Write the final draft—p. 164</p> <hr/> <p>Unit 8 Research to Build and Present Knowledge: Write Research Reports Draft a Research Report—p. 210 Unit Review: Write the final draft—p. 216</p> <hr/> <p>Unit 10 Text Types and Purposes: Write Opinion Pieces Draft an Opinion Piece —p. 254 Unit Review: Write the final draft—p. 260</p> <hr/> <p>Writing Handbook Step 1: Planning—pp. 300–302 Step 2: Drafting—p. 303 Step 3: Revising—pp. 304–305 Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 306–308</p>
<ul style="list-style-type: none"> Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	<p>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</p> <hr/> <p><i>See also Home Connect:</i> (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<p>W.5: The Research Process Build knowledge about the research process and the topic under study by conducting research</p>	
<p>7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>	
<ul style="list-style-type: none"> Formulate a research question. 	<p>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 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216</p> <p>Writing Handbook Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302</p>
<ul style="list-style-type: none"> Gather relevant information from multiple sources, using search terms effectively, and annotate sources. 	<p>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 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216</p> <p>Performance Task 1 Part 3: Research Simulation—pp. 311, 318–320</p> <p>Performance Task 2 Part 3: Research Simulation—pp. 321, 328–330</p>
<ul style="list-style-type: none"> Assess the credibility and accuracy of each source. 	<p>Writing Handbook Step 1: Planning: Planning and Research/Researching Your Topic: How to Take Notes (paraphrasing and summarizing)—pp. 300–302</p> <p>Unit 8 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Including a List of Sources (to show the reader that your information is both credible and reliable)—p. 208</p>
<ul style="list-style-type: none"> Quote or paraphrase the information and conclusions of others. 	<p>Writing Handbook Step 1: Planning: Planning and Research/Researching Your Topic: How to Judge (assess credibility)—p. 302</p> <p>Writing Handbook Step 1: Planning: Planning and Research/Researching Your Topic: How to Take Notes (paraphrasing and summarizing)—pp. 300–302</p>
<ul style="list-style-type: none"> Avoid plagiarism and follow a standard format for citation. 	<p>Writing Handbook Step 4: Editing (Editing Tips: Using Quotations/Avoiding Plagiarism)—p. 308</p>
<ul style="list-style-type: none"> Present information, choosing from a variety of formats. 	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting (images and text features to improve visual presentation; publishing online; digital slide presentation; oral presentation)—pp. 309–310</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>	
<p>7.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	
<p>7.W.6.1a: Pronouns—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	
<p>7.W.6.1b: Verbs—Recognizing and correcting problems with subject/verb agreement.</p>	
<p>7.W.6.c1: Adjectives and Adverbs—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	
<p>7.W.6.1d: Phrases and Clauses—Recognizing and correcting misplaced and dangling modifiers.</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Language: Phrase and Clause Placement—p. 106 Language: Misplaced Modifiers—p. 107</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 99–100 Unit Review—p. 112 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>7.W.6.1e: Usage—Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.</p>	<p>Unit 8 Research to Build and Present Knowledge: Write Research Reports Language: Dangling Modifiers—p. 213</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 203–204 Unit Review—p. 216 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit Review—pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>
<p>7.W.6.2a: Capitalization—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	
<p>7.W.6.2b: Punctuation—</p>	
<ul style="list-style-type: none"> Using punctuation with subordinate clauses. 	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Standard Capitalization, Punctuation, and Spelling—pp. 160</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 151–152 Unit Review—pp. 163–164 Writing Handbook: Step 4 Editing: Editing Checklist—p. 306</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<p>7.W.6.2c: Spelling—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	

Speaking and Listening

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

SL.1: Learning Outcome for Speaking and Listening

Refine and apply effective communication skills through speaking and active listening

7.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

SL.2: Discussion and Collaboration

Refine and apply reciprocal communication skills by participating in a range of collaborative discussions

7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7.SL.2.4: 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.

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Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips/Listening Tips—p. 310

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 the Essential Question—pp. 58, 110, 162, 214, 258

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

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

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

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

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Common c7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.

SL.3: Comprehension

Refine and apply active listening and interpretation skills using various strategies

7.SL.3.1: 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.

7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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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—p. 310

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

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 Review—pp. 96–98
Performance Task—Online

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

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

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 Review—pp. 296–298
Performance Task—Online

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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SL.4: Presentation of Knowledge and Ideas

Refine and apply speaking skills to communicate ideas effectively in a variety of situations

7.SL.4.1: 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.

7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

7.SL.4.3: *Students are expected to build upon and continue applying concepts learned previously.*

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

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

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

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)

Media Literacy

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 7

ML.1: Learning Outcome for Media Literacy
Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes

7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

ML.2: Media Literacy
Analyze the purposes of media and the ways in which media can have influences

7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.

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See **Cite Evidence** instruction and questions that guide discussion of reading selections in units 1, 3, 5, 7, 9, and 11.

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 Review—pp. 296–298
Performance Task—Online

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

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

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 Review—pp. 296–298
Performance Task—Online

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

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

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7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.

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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 Review—pp. 296–298

Performance Task—Online