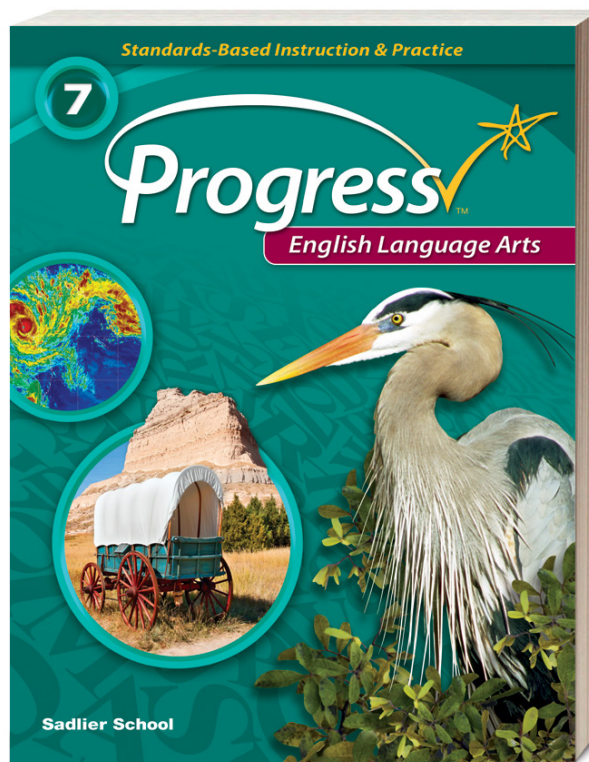


Progress English Language Arts

Correlation to the New York State Next Generation

English Language Arts Learning Standards REVISED JANUARY 2017

Grade 7



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7TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 7R

Grade 7 ELA Standards

Progress English Language Arts, Grade 7

Key Ideas and Details

<p>7R1:</p>	<p>Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Drawing Inferences: “Courage in the Water” (Realistic Fiction)—pp. 12-19</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36-41 Unit 1 Review—pp. 44-46 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64-71</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61-63 Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88-93 Unit 3 Review—pp. 96-98 Performance Task—Online</p>
<p>7R2:</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Analyzing Theme: “The Courage of John Adams” (Historical Fiction)—pp. 20-27</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36-41 Unit 1 Review—pp. 44-46 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72-79</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61-63 Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88-93 Unit 3 Review—pp. 96-98 Performance Task—Online</p>
<p>7R3:</p>	<p>In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)</p>	<p>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</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36-41 Unit 1 Review—pp. 44-46 Performance Task—Online</p>

7TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 7R

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
<p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online</p>
<p>Craft and Structure</p>	
<p>7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p>	<p>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</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: “Toward the Unknown River” Adventure—based on actual events—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online</p> <p>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</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online</p>
<p>7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 124–131</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: “Toward the Unknown River” Adventure—based on actual events—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online</p>
<p>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Analyzing Text Structure: “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online</p>

7TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 7R

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
<p>7R6:</p>	<p>Unit 5 Reading Literature: Craft and Structure Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)—pp. 132–139</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 113–115 Close Reading: “Toward the Unknown River” Adventure—based on actual events—pp. 140–145 Unit 5 Review—pp. 148–150 Performance Task—Online</p>
<p>In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)</p>	<p>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</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online</p>
	<p>In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)</p>

Integration of Knowledge and Ideas

<p>7R7:</p>	<p>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</p> <p>SEE ALSO Introducing 9/Home Connect/Essential Question—pp. 217–219 Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241 Unit 9 Review—pp. 244–246 Performance Task—Online</p> <p>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</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online</p>
	<p>Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI&RL)</p>

7TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 7R

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
<p>7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)</p>	<p>Citing Evidence (evaluate claims in or about a text and relevant, supporting evidence)—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34, 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86, 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138, 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190, 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286</p> <p>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</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online</p>
<p>7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect (make connections)—p. 10</p> <p>Connect Across Texts Compare and Contrast Texts—p. 42</p> <p>Reading Selections 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 Unit 1 Review: “The Drummer’s Courage”/“The Story of Hua Mulan”—pp. 44–46</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Home Connect (make connections)—p. 62</p> <p>Connect Across Texts Compare and Contrast Texts—p. 94</p> <p>Reading Selections Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71</p> <p style="text-align: right;"><i>continued</i></p>

7TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 7R

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<p>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 Unit 3 Review: “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98</p> <p>Unit 5 Reading Literature: Craft and Structure Home Connect (make connections)—p. 114</p> <p>Connect Across Texts Compare and Contrast Texts—p. 146</p> <p>Reading Selections 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 Unit 5 Review: “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150</p> <p>Unit 7 Reading Informational Text: Craft and Structure Home Connect (make connections)—p. 166</p> <p>Connect Across Texts Compare and Contrast Texts—p. 198</p> <p>Reading Selections 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 Unit 7 Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202</p>

7TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 7R

Grade 7 ELA Standards

Progress English Language Arts, Grade 7

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Home Connect (make connections)—p. 218

Connect Across Texts

Compare and Contrast Texts—p. 242

Reading Selections

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

Unit 9 Review: “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Home Connect (make connections)—p. 262

Connect Across Texts

Compare and Contrast Texts—p. 294

Reading Selections

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

Unit 11 Review: “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298

7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards

Progress English Language Arts, Grade 7

Text Types and Purposes

7W1:	Write arguments to support claims with clear reasons and relevant evidence.	<p>Unit 10 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion essay—pp. 250–253 Unit 10 Review: Assignment: Write the final draft of the opinion essay started on p. 253—p. 260</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 247–249</p>
7W1a:	Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.	<p>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</p>
7W1b:	Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.	<p>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</p>
7W1c:	Use precise language and content-specific vocabulary to argue a claim.	<p>Unit 10 Text Types and Purposes: Write Opinion Pieces Language: Expressing Ideas Precisely and Concisely—pp. 256–257</p>
7W1d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>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</p>
7W1e:	Provide a concluding statement or section that explains the significance of the argument presented.	<p>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</p>
7W1f:	Maintain a style and tone appropriate to the writing task.	<p>Unit 10 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Piece: Using Academic Language and a Formal Tone (avoid slang, contractions, and personal statements; use complete sentences)—p. 250</p>

7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
<p>7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105 Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112 SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 99–101</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157 Unit 6 Review: Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 151–153</p> <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 8 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 203–205</p>
<p>7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.</p>	<p>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</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays 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</p>

7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards		Progress English Language Arts, Grade 7
		<p>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</p>
7W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	<p>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</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Text: Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 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: Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210</p>
7W2c:	Use precise language and content-specific vocabulary to explain a topic.	<p>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</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Text: Using Precise Language/Defining Unfamiliar Terms—pp. 155–157</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 Precise Language—p. 207</p>

7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards		Progress English Language Arts, Grade 7
7W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>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</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Text: Connecting Ideas with Transitional Words and Phrases—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 Transitions—p. 206</p>
7W2e:	Provide a concluding statement or section that explains the significance of the information presented.	<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>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Text: Wrapping Up the Topic in the Conclusion—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: Summarizing the Central Idea in the Conclusion—pp. 208, 210</p>
7W2f:	Establish and maintain a style appropriate to the writing task.	<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. 103, 105</p> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays 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>

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7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards		Progress English Language Arts, Grade 7
7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53 Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60
	7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.	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
	7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Pacing and Dialogue/Description of Characters and Events—pp. 50–53
	7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Transition Words and Phrases to Connect Events—pp. 51, 53
	7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	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
	7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	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
7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	Connect Across Texts Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294 <i>continued</i>	

7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<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 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60</p> <p>Performance Task 1 Part 1: Literary Analysis (read the selections then write a literary analysis essay in response)—pp. 311–314 Part 2: Narrative Writing (read the selection then rewrite the story)—pp. 311, 315–317</p> <p>Performance Task 2 Part 1: Literary Analysis (read the selections then write a literary analysis essay in response)—pp. 321–324 Part 2: Narrative Writing (read the selection then tell the story from a different point of view)—pp. 321, 325–327</p>
<p>7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Cite Evidence—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34 Comprehension Check—13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41 Connect Across Texts Compare and Contrast Texts—p. 42</p> <p>Reading Selections 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 Unit 1 Review: “The Drummer’s Courage”/“The Story of Hua Mulan”—pp. 44–46</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Cite Evidence—pp. 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86 Comprehension Check—65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93</p> <p style="text-align: right;"><i>continued</i></p>

7TH GRADE WRITING STANDARDS | 7W

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<p>Connect Across Texts Compare and Contrast Texts—p. 94</p> <p>Reading Selections 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 Unit 3 Review: “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98</p> <p>Unit 5 Reading Literature: Craft and Structure Cite Evidence—pp. 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138 Comprehension Check—117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145</p> <p>Connect Across Texts Compare and Contrast Texts—p. 146</p> <p>Reading Selections 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 Unit 5 Review: “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150</p> <p>Unit 7 Reading Informational Text: Craft and Structure Cite Evidence—pp. 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190 Comprehension Check—169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197</p> <p>Connect Across Texts Compare and Contrast Texts—p. 198</p> <p style="text-align: right;"><i>continued</i></p>

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Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<p>Reading Selections 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 Unit 7 Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Cite Evidence—pp. 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234 Comprehension Check—221, 223, 225, 227, 229, 231, 233, 235, 239–241 Connect Across Texts Compare and Contrast Texts—p. 242</p> <p>Reading Selections Comparing and Contrasting Versions: <i>The Last of the Mohicans</i> (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: <i>A Plains Family Moves West</i> (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241 Unit 9 Review: “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Cite Evidence—pp. 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286 Comprehension Check—265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293</p> <p style="text-align: right;"><i>continued</i></p>

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Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<p>Connect Across Texts Compare and Contrast Texts—p. 294</p> <p>Reading Selections 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 Unit 11 Review: “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298</p>

Research to Build and Present Knowledge

<p>7W6:</p>	<p>Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<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 8 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>
<p>7W7:</p>	<p>Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<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 8 Review: Assignment: Write the final copy of the research report started on p. 210—p. 216</p> <p style="text-align: right;"><i>continued</i></p>

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Grade 7 ELA Standards	<i>Progress English Language Arts, Grade 7</i>
	<p>Writing Handbook Step 1 Planning Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302</p>

7TH GRADE SPEAKING AND LISTENING STANDARDS | 7SL

Grade 7 ELA Standards	<i>Progress English Language Arts, Grade 7</i>
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Comprehension and Collaboration

7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	
	<p>7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>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</p> <p>Speaking and Listening Discuss the Essential Question (prepare for class discussion/support personal point of view with evidence)—pp. 58, 110, 162, 214, 258 Did I: Come to the discussion prepared?—p. 58</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips/Listening Tips—p. 310</p> <p>See <i>also</i> Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
	<p>7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Speaking and Listening Discuss the Essential Question (support point of view with evidence)—pp. 58, 110, 162, 214, 258 Use rules for being a good speaker and good listener/Did I: Help define individual roles during discussions?—p. 58 Organizer (Agree/Disagree, Questions Asked/Questions Answered)—pp. 110, 162, 214, 258</p>

7TH GRADE SPEAKING AND LISTENING STANDARDS | 7SL

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 310</p>
<p>7SL1c:</p>	<p>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.</p> <p>Speaking and Listening Discuss the Essential Question (answer questions)—pp. 58, 110, 162, 214, 258 Did I: Build on ideas expressed by others and express my own ideas clearly?—p. 58 Organizer (Questions Asked/Questions Answered)—pp. 110, 162, 214, 258</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (take notes, ask questions)—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>7SL1d:</p>	<p>Acknowledge new information expressed by others and, when warranted, modify personal views.</p> <p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question—pp. 58, 110, 162, 214, 258 Did I: Revise my own views when presented with new evidence or information?—p. 58 Organizer (Agree/Disagree)—pp. 110, 162, 214, 258</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>7SL2:</p>	<p>Interpret the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p> <p>Citing Evidence—pp. 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 30, 31, 32, 34, 64, 65, 66, 67, 68, 70, 72, 73, 74, 75, 76, 78, 80, 81, 82, 83, 84, 86, 116, 117, 118, 119, 120, 122, 124, 125, 126, 127, 128, 130, 132, 133, 134, 135, 136, 138, 168, 169, 170, 171, 172, 174, 176, 177, 178, 179, 180, 182, 184, 185, 186, 187, 188, 190, 220, 221, 222, 223, 224, 226, 228, 229, 230, 231, 232, 234, 264, 265, 266, 267, 268, 270, 272, 273, 274, 275, 276, 278, 280, 281, 282, 283, 284, 286</p>

7TH GRADE SPEAKING AND LISTENING STANDARDS | 7SL

Grade 7 ELA Standards	Progress English Language Arts, Grade 7
	<p>Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197, 221, 223, 225, 227, 229, 231, 233, 235, 239–241, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293</p> <p>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</p> <p>Speaking and Listening Discuss the Essential Question—pp. 58, 110, 162, 214, 258</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (using visuals or audio/connection to topic)—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>7SL3:</p>	<p>Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>
<p>Speaking and Listening Discuss the Essential Question (identify/support claims with reasons and evidence)—pp. 58, 110, 162, 214, 258 Did I: Distinguish claims that are supported by reasons and evidence from claims that are not?)—p. 58</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>	
<p>Presentation of Knowledge and Ideas</p>	
<p>7SL4:</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>
<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (give an oral presentation)—p. 310</p>	

7TH GRADE SPEAKING AND LISTENING STANDARDS | 7SL

Grade 7 ELA Standards	Progress English Language Arts, Grade 7	
	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 42, 94, 146, 198, 242, 294</p> <p>Speaking and Listening Discuss the Essential Question—pp. 58, 110, 162, 214, 258 Did I: Speak in an appropriate volume, pronounce words clearly, and use eye contact?—p. 58</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>	
<p>7SL5:</p>	<p>Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (using text features, visuals, or audio)/ Digital Connection (digital slide presentation)—p. 310</p> <p>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)</p>
<p>7SL6:</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310</p> <p>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</p> <p>Speaking and Listening Discuss the Essential Question (answer questions)—pp. 58, 110, 162, 214, 258 Did I: Use formal English when appropriate?—p. 58</p> <p>See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

7TH GRADE LANGUAGE STANDARDS | 7L

Grade 7 ELA Standards

Progress English Language Arts, Grade 7

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 6→8:

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).

**GRADE 6
Language**
Case of Pronouns—pp. 54–56

- Recognize and correct inappropriate shifts in pronoun number and person.

**GRADE 6
Language**
Pronoun Number and Person—pp. 158–159

- Recognize and correct pronouns that have unclear or ambiguous antecedents.

**GRADE 6
Language**
Vague Pronouns—pp. 160–161

- Explain the function of phrases and clauses in general, as well as in specific sentences.

**GRADE 7
Language**
Function of Phrases and Clauses—pp. 54–55
Verbals and Verbal Phrases—pp. 211–212

- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**GRADE 7
Language**
Phrase and Clause Placement—p. 106
Misplaced Modifiers—p. 107
Dangling Modifiers—p. 213

- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**GRADE 7
Language**
Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159

- Explain the function of verbals (gerunds, participles, infinitives).

**GRADE 8
Language**
Verbals—pp. 54–55

- Form and use verbs in the active and passive voice.

**GRADE 8
Language**
Active Voice and Passive Voice—pp. 158–159

7TH GRADE LANGUAGE STANDARDS | 7L

Grade 7 ELA Standards		Progress English Language Arts, Grade 7
	<ul style="list-style-type: none"> Recognize and correct inappropriate verb shifts. 	GRADE 8 Language Shifts in Verb Voice—p. 106 Shifts in Verb Mood—p. 107 Verb Voice and Mood—p. 212
ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*. *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
Core Punctuation and Spelling Skills for Grades 6→8:		
	<ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. 	GRADE 6 Language Punctuation of Nonrestrictive/Paranetical Elements—pp. 212–213 Restrictive and Nonrestrictive Elements—pp. 255–256
	<ul style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	GRADE 8 Language Coordinate and Cumulative Adjectives—pp. 254–255
	<ul style="list-style-type: none"> Use an ellipsis to indicate an omission. 	GRADE 8 Language Punctuation for Pauses or Breaks—p. 109 Punctuation for Pauses or Breaks—p. 256
Knowledge of Language		
7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	GRADE 7 Language Expressing Ideas Precisely and Concisely—pp. 256–257

7TH GRADE LANGUAGE STANDARDS | 7L

Grade 7 ELA Standards

Progress English Language Arts, Grade 7

Vocabulary Acquisition and Use

7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
	7L4a: 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.	GRADE 7 Language Context Clues—p. 199
	7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	GRADE 7 Language Greek and Latin Affixes—p. 43 Greek and Latin Roots—p. 95
	7L4c: 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.	GRADE 7 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 Language Figurative Language (use a print or online dictionary)—p. 147 Word Meanings (use a dictionary)—p. 243 Writing Handbook Step 4 Editing Editing Checklist (use a print/online dictionary)—p. 306 Glossary —pp. 331–335
	7L4d: 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).	GRADE 7 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 Language Figurative Language (use a print/online dictionary)—p. 147 Word Meanings (use a dictionary)—p. 243 Writing Handbook Step 4 Editing: Editing Checklist (use a print/online dictionary)—p. 306 Glossary —pp. 331–335

7TH GRADE LANGUAGE STANDARDS | 7L

Grade 7 ELA Standards		Progress English Language Arts, Grade 7
7L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
7L5a:	Interpret figurative language, including allusions, in context.	GRADE 7 Language Figurative Language: Metaphor and Simile—p. 108 Figurative Language: Hyperbole and Personification—p. 109 Figurative Language (allusions)—p. 147
7L5b:	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	GRADE 7 Language Word Relationships (using synonyms, antonyms, and analogies to learn new words)—pp. 56–57 Word Relationships—p. 295
7L5c:	Distinguish among the connotations of words with similar denotations (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	GRADE 7 Language Word Meanings (denotations/connotations)—p. 243
7L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	GRADE 7 Words to Know —pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 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, 270, 272, 274, 276, 278, 280, 282, 284, 286 Language Greek and Latin Affixes—p. 43 Word Relationships (using synonyms, antonyms, and analogies to learn new words)—pp. 56–57 Greek and Latin Roots—p. 95 Figurative Language: Metaphor and Simile—p. 108 Figurative Language: Hyperbole and Personification—p. 109 Figurative Language (allusions)—p. 147 Context Clues—p. 199 Word Meanings (denotations/connotations)—p. 243 Word Relationships—p. 295 Writing Handbook Step 3 Revising Revising Checklist: Word Choice—p. 304 Glossary —pp. 331–335