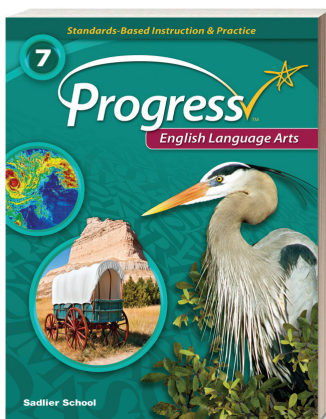


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to

# Arizona's College and Career Ready Standards – English Language Arts

## Grade 7

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## Reading Standards for Literature

### GRADE 7 STUDENTS:

### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(7.RL.1)**
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **(7.RL.2)**
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **(7.RL.3)**

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(7.RL.4)**
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **(7.RL.5)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Unit 1 Reading Literature: Key Ideas and Details

**Drawing Inferences:** "Courage in the Water" (Realistic Fiction)—pp. 12–19

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41  
Unit 1 Review—pp. 44–46  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Analyzing Theme:** "The Courage of John Adams" (Historical Fiction)—pp. 20–27

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41  
Unit 1 Review—pp. 44–46  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Analyzing Literary Elements:** "Into the Unknown" (Multi-Act Play)—pp. 28–35

**Connect Across Texts:** Analyzing Literary Elements—p. 42

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Theseus and the Minotaur" (Myth)—pp. 36–41  
Unit 1 Review—pp. 44–46  
Performance Task—Online

#### 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 5 Review—pp. 148–150  
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  
Unit 5 Review—pp. 148–150  
Performance Task—Online

## Reading Standards for Literature

### GRADE 7 STUDENTS:

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **(7.RL.6)**

### Integration of Knowledge and Ideas

- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **(7.RL.7)**

- (Not applicable to literature) **(7.RL.8)**

- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **(7.RL.9)**

### Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(7.RL.10)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Unit 5 Reading Literature: Craft and Structure

**Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)—pp. 132–139

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “Toward the Unknown River” Adventure—based on actual events—pp. 140–145  
Unit 5 Review—pp. 148–150  
Performance Task—Online

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting *Mohicans* Diverges from the Novel” (Movie Review)—pp. 220–227

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241  
Unit 9 Review—pp. 244–246  
Performance Task—Online

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241  
Unit 9 Review—pp. 244–246  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

**Analyzing Theme:** “The Courage of John Adams” (Historical Fiction)—pp. 20–27

**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35

**Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41

**Connect Across Texts:** Analyzing Literary Elements—p. 42

**Unit 1 Review:** “The Drummer’s Courage”/ “The Story of Hua Mulan”—pp. 44–46

## Reading Standards for Literature

GRADE 7 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

### 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 5 Review:** “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241  
**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting *Mohicans* Diverges from the Novel” (Movie Review)—pp. 220–227  
**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235  
**Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241  
**Connect Across Texts:** Support a Claim—p. 242  
**Unit 9 Review:** “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246

### Performance Task 1

**Part 1: Literary Analysis**—pp. 311–314  
**Part 2: Narrative Writing**—pp. 311, 315–317

### Performance Task 2

**Part 1: Literary Analysis**—pp. 321–324  
**Part 2: Narrative Writing**—pp. 321, 325–327

## Reading Standards for Informational Text

### GRADE 7 STUDENTS:

#### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(7.RI.1)**
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **(7.RI.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). **(7.RI.3)**

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(7.RI.4)**
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **(7.RI.5)**

### 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 3 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 3 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 3 Review—pp. 96–98  
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 7 Review—pp. 200–202  
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 7 Review—pp. 200–202  
Performance Task—Online

## Reading Standards for Informational Text

### GRADE 7 STUDENTS:

- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **(7.RI.6)**

### Integration of Knowledge and Ideas

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **(7.RI.7)**

- 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. **(7.RI.8)**

- 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. **(7.RI.9)**

### 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 7 Review—pp. 200–202  
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 11 Review—pp. 296–298  
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 11 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 11 Review—pp. 296–298  
Performance Task—Online

## Reading Standards for Informational Text

### GRADE 7 STUDENTS:

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(7.RI.10)**
- a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(AZ.7.RI.10)**

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect**—pp. 61–62

**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

**Analyzing Texts:** “Destination Mars” (Feature Article)—pp. 80–87

**Close Reading:** “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93

**Connect Across Texts:** Support a Claim—p. 94

**Unit 3 Review:** “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

#### Unit 7 Reading Informational Text: Craft and Structure

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

**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175

**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183

**Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191

**Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197

**Connect Across Texts:** Support a Claim—p. 198

**Unit 7 Review:** “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

#### 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

## Reading Standards for Informational Text

GRADE 7 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

**Connect Across Texts:** Compare and Contrast Texts—p. 294  
**Unit 11 Review:** “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298

## Writing Standards

GRADE 7 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented. **(7.W.1)**
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Unit 10 Text Types and Purposes: Write Opinion Pieces**  
**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253

**Unit 10 Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

**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:** 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:** Using Academic Language and a Formal Tone—p. 250

**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 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



## Writing Standards

### GRADE 7 STUDENTS:

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:**  
Analyze a student model/organize and draft an evidence-based text—pp. 154–157

**Unit 6 Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

#### **Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

#### **Performance Task 2**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:**  
Creating an Organizational Structure/Introducing the Topic/Providing Relevant Historical Background/Using Headings and Graphics/Multimedia—pp. 154–157

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic—pp. 206–208, 210

## Writing Standards

### GRADE 7 STUDENTS:

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** 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

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Transitions to Link Ideas so Readers Can Easily Follow the Logic/Showing Cause and Effect—pp. 103, 105

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:** Connecting Ideas with Transitional Words and Phrases—pp. 156–157

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions—p. 206,

#### **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

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Using a Formal Style—pp. 102, 105

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

## Writing Standards

### GRADE 7 STUDENTS:

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **(7.W.2)**
- 
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Read a Student Model/Outline an Evidence-Based Text:

Using a Formal Style in Writing—pp. 156–157

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal, Academic Style—p. 207

#### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay's Central Idea—pp. 104–105

#### Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts

Read a Student Model/Outline an Evidence-Based Text: Wrapping Up the Topic in the Conclusion—pp. 156–157

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing the Central Idea in the Conclusion—pp. 208, 210

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

#### Performance Task 1

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317

#### Performance Task 2

Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327

#### 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

#### 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

#### 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

## Writing Standards

### GRADE 7 STUDENTS:

- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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- e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **(7.W.3)**

### Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **(7.W.4)**
  - a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. **(AZ.7.W.4)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **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

#### **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

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory**

**Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:**

Analyze a student model/organize and draft an evidence-based text—pp. 154–157

**Unit 6 Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research**

**Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

#### **Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253

**Unit 10 Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260

## Writing Standards

### GRADE 7 STUDENTS:

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.) **(7.W.5)**

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **(7.W.6)**

### Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **(7.W.7)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Draft a Nonfictional Narrative**—p. 53

**Unit 2 Review:** Write the final draft—p. 60

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Draft an Informative/Explanatory Essay**—p. 105

**Unit 4 Review:** Write the final draft—p. 112

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Draft an Evidence-Based Essay**—p. 157

**Unit 8 Review:** Write the final draft—p. 164

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Draft a Research Report**—p. 210

**Unit 8 Review:** Write the final draft—p. 216

#### **Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Draft an Opinion Piece**—p. 254

**Unit 10 Review:** Write the final draft—p. 260

#### **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

#### **Writing Handbook**

**Step 1: Planning** (using a computer)—pp. 300–302

**Step 2: Drafting** (using a computer)—p. 303

**Step 3: Revising** (using a computer)—pp. 304–305

**Step 4: Editing** (using a computer)—pp. 306–308

**Step 5: Producing, Publishing, and Presenting** (using a computer)—pp. 309–310

*See also Home Connect:* (using technology/Internet, also online activities: [sadlierconnect.com](http://sadlierconnect.com))—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

#### **Writing Handbook**

**Step 1: Planning:** Planning and Research/Researching Your Topic—pp. 300–302

## Writing Standards

### GRADE 7 STUDENTS:

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **(7.W.8)**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources —pp. 206–210

**Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

#### **Performance Task 1**

**Part 3: Research Simulation**—pp. 311, 318–320

#### **Performance Task 2**

**Part 3: Research Simulation**—pp. 321, 328–330

#### **Writing Handbook**

**Step 1: Planning: Planning and Research/Researching Your Topic** (paraphrasing and summarizing)—pp. 300–302

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

**Analyzing Theme:** “The Courage of John Adams” (Historical Fiction)—pp. 20–27

**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35

**Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41

**Connect Across Texts:** Analyzing Literary Elements—p. 42

**Unit 1 Review:** “The Drummer’s Courage”/ “The Story of Hua Mulan”—pp. 44–46

#### **Unit 5 Reading Literature: Craft and Structure**

**Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115

**Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

**Analyzing Literary Language:** “A Valentine” by Edgar 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 5 Review:** “Rehearsing with a Friend”/ “An Entry from Gwen’s Diary”—pp. 148–150

## Writing Standards

### GRADE 7 STUDENTS:

- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). **(7.W.9)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting *Mohicans* Diverges from the Novel” (Movie Review)—pp. 220–227

**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235

**Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241

**Connect Across Texts:** Support a Claim—p. 242

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

#### **Performance Task 1**

**Part 1: Literary Analysis**—pp. 311–314

**Part 2: Narrative Writing**—pp. 311, 315–317

#### **Performance Task 2**

**Part 1: Literary Analysis**—pp. 321–324

**Part 2: Narrative Writing**—pp. 321, 325–327

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect**—pp. 61–62

**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

**Analyzing Texts:** “Destination Mars” (Feature Article)—pp. 80–87

**Close Reading:** “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93

**Connect Across Texts:** Support a Claim—p. 94

**Unit 3 Review:** “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

#### **Unit 7 Reading Informational Text: Craft and Structure**

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

**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175

**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183

**Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191

**Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197

**Connect Across Texts:** Support a Claim—p. 198

## Writing Standards

### GRADE 7 STUDENTS:

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(7.W.10)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

**Unit 7 Review:** “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271

**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

**Close Reading:** “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293

**Connect Across Texts:** Compare and Contrast Texts—p. 294

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

#### **Performance Task 1**

**Part 3: Research Simulation**—pp. 311, 318–320

#### **Performance Task 2**

**Part 3: Research Simulation**—pp. 321, 328–330

**Connect Across Texts** (write a brief essay): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—p. 146

**Connect Across Texts** (complete a chart with claims and reasoning): Compare and Contrast Texts—p. 294

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

##### **Read a Student Model/Write a Nonfictional Narrative:**

Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

##### **Read a Student Model/Outline an Informative/Explanatory Essay:**

Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112



## Writing Standards

GRADE 7 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:** Analyze a student model/organize and draft an evidence-based text—pp. 102–105

**Unit 4 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

### **Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion piece—pp. 250–253

**Unit 10 Review:** Assignment: Write the final draft of the opinion essay started on p. 254—p. 260

### **Writing Handbook**

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing**—pp. 306–308

**Step 5: Producing, Publishing, and Presenting**—pp. 309–310

### **Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

### **Performance Task 2**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

\*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Unit Review questions at the end of each unit.

## Speaking and Listening Standards

### GRADE 7 STUDENTS:

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views. **(7.SL.1)**

**Connect Across Texts** (be prepared to discuss ideas with class): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (*Did I?:* Come to the discussion prepared?), 110, 162, 214, 258

#### Writing Handbook

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

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

**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

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (*Did I?:* Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

#### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 310

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

## Speaking and Listening Standards

### GRADE 7 STUDENTS:

- 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.2)**
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **(7.SL.3)**

### Presentation of Knowledge and Ideas

- 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)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58, 110, 162, 214, 258

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93  
Unit 3 Review—pp. 96–98  
Performance Task—Online

**Writing Handbook**

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

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

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (*Did I?*: Distinguish claims that are supported by reasons and evidence from claims that are not?), 110, 162, 214, 258

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293  
Unit 11 Review—pp. 296–298  
Performance Task—Online

**Writing Handbook**

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

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

**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 Standards

### GRADE 7 STUDENTS:

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **(7.SL.5)**
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.) **(7.SL.6)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

**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)

#### Writing Handbook

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that suits your audience and occasion)—p. 310

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (*Did I?: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?*), 110, 162, 214, 258

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

## Language Standards

### GRADE 7 STUDENTS:

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Function of Phrases and Clauses—pp. 54–55

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48  
Unit 2 Review—p. 60

#### Unit 8 Research to Build and Present Knowledge: Write Research Reports

**Language:** Verbals and Verbal Phrases—pp. 211–212

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204  
Unit 8 Review—p. 216

## Language Standards

### GRADE 7 STUDENTS:

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

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- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* (7. L.1)

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

- b. Spell correctly. (7. L.2)

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

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

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Review—pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

#### **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Language:** Phrase and Clause Placement—p. 106

**Language:** Misplaced Modifiers—p. 107

SEE ALSO

Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Review—p. 112

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

#### **Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Language:** Dangling Modifiers—p. 213

SEE ALSO

Introducing Unit 8/Home Connect—pp. 203–204

Unit 8 Review—p. 216

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Review—pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

#### **Unit 10 Text Type and Purposes: Write Opinion Pieces**

**Language:** Coordinate and Cumulative Adjectives—pp. 254–255

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248

Unit 10 Review—p. 260

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

#### **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152

Unit 6 Review—pp. 163–164

Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

## Language Standards

### GRADE 7 STUDENTS:

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* (7. L.3)

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Unit 10 Text Type and Purposes: Write Opinion Pieces

**Language:** Expressing Ideas Precisely and Concisely—pp. 256–257

SEE ALSO

Introducing Unit 10/Home Connect—pp. 247–248  
Unit 10 Review—p. 260

#### Unit 7 Reading Informational Text: Craft and Structure

**Language:** Context Clues—p. 199

SEE ALSO

Introducing Unit 7/Home Connect—pp. 165–166  
Unit 7 Review—pp. 200–202

#### Unit 1 Reading Literature: Key Ideas and Details

**Language:** Greek and Latin Affixes—p. 43

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10  
Unit 1 Review—pp. 44–46

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Language:** Greek and Latin Roots—p. 95

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
Unit 3 Review—pp. 96–98

#### 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

## Language Standards

### GRADE 7 STUDENTS:

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **(7. L.4)**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). **(7. L.5)**

### 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) (use a dictionary)—p. 65

**Unit 5 Reading Literature: Craft and Structure**  
**Language:** Figurative Language (use a print or online dictionary)—p. 147

**Unit 7 Reading Informational Text: Craft and Structure**  
**Language:** Context Clues—p. 199

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Language:** Word Meanings (use a dictionary)—p. 243

**Writing Handbook**  
**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**  
**Language:** Figurative Language: Metaphor and Simile—p. 108  
**Language:** Figurative Language: Hyperbole and Personification—p. 109

SEE ALSO  
Introducing Unit 4/Home Connect—pp. 99–100  
Unit 4 Review—p. 112

**Unit 5 Reading Literature: Craft and Structure**  
**Language:** Figurative Language (allusions)—p. 147

SEE ALSO  
Introducing Unit 5/Home Connect—pp. 113–114  
Unit 5 Review—pp. 148–150

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**  
**Language:** Word Relationships (using synonyms, antonyms, and analogies to learn new words)—pp. 56–57

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 47–48

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Language:** Word Relationships—p. 295

SEE ALSO  
Introducing Unit 11/Home Connect—pp. 261–262  
Unit 11 Review—pp. 296–297

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Language:** Word Meanings—p. 243

SEE ALSO  
Introducing Unit 9/Home Connect—pp. 217–218  
Unit 9 Review—pp. 244–246

## Language Standards

### GRADE 7 STUDENTS:

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **(7.L.6)**

### 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