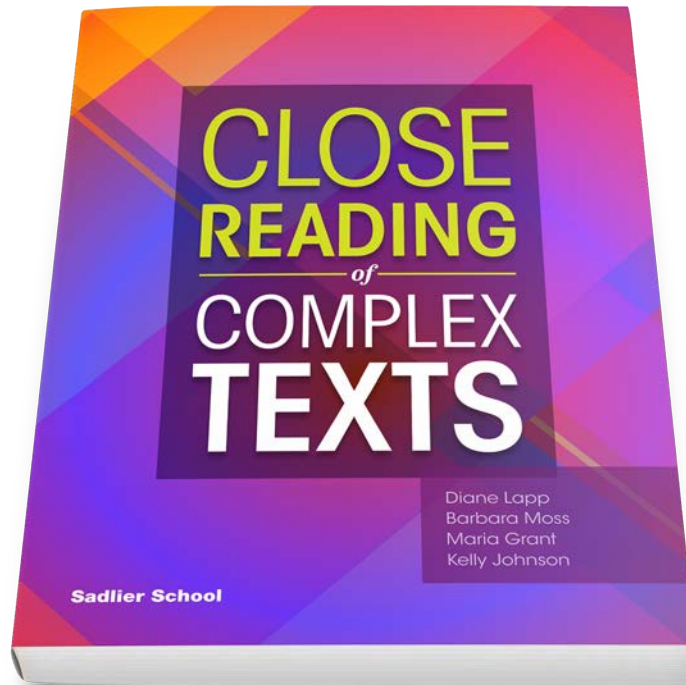


Close Reading of Complex Texts

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 7



5110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

(1) Developing and sustaining foundational language skills—oral language. . . .	2
(2) Developing and sustaining foundational language skills—vocabulary.	4
(3) Developing and sustaining foundational language skills—fluency.	4
(4) Developing and sustaining foundational language skills—self-sustained reading.	5
(5) Comprehension skills.	6
(6) Response skills.	12
(7) Multiple genres—literary elements.	18
(8) Multiple genres—genres.	20
(9) Author’s purpose and craft.	24
(10) Composition—writing process.	29
(11) Composition—genres.	31
(12) Inquiry and research.	31

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;</p>	<p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Productive Conversation: Revoicing and Restating, TE pp. 16–17 • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 18–19 • Collaboration: Small Groups (develop listening and speaking skills), TE pp. 34–35 • Productive Conversation: Adding On, TE pp. 40–41 • Academic Language: Conversation, TE pp. 42–43, 128–129 • Classroom Management: Discussions, TE pp. 54–55 • Productive Conversation: Revoicing Students' Responses, TE pp. 62–63 • Productive Conversation: Providing Appropriate Wait Time, TE pp. 80–81, 186–187 • Collaboration: Partner Talk, TE pp. 86–87 • Annotations: Important or Surprising Information (practice listening and speaking skills), TE pp. 98–99 • Productive Conversation: Clear Up Confusions, TE pp. 108–109 • Think-Aloud Modeling: Conversation, TE pp. 118–119 • Collaboration: Small Group (develop listening and speaking skills), TE pp. 126–127 • Think-Aloud Modeling: Purposeful Partner Talk, TE pp. 130–131 • Productive Conversation: Extending, TE pp. 134–135 • Productive Conversation: Examples, TE pp. 152–153 • Productive Conversation: Clearing Up Confusion, TE pp. 170–171 • Productive Conversation: Reasoning, TE pp. 180–181 • Productive Conversation: Clear Up Confusion, TE pp. 182–183
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p>	<p>Students follow oral instructions for each lesson and activity.</p> <p>Related content</p> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Visual Text: Visual Learners (written instructions vs. verbal instructions), TE pp. 68–69

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p>Related content TEACHER'S EDITION Differentiate and Extend <ul style="list-style-type: none"> Write Beyond (write a presentation), TE p. 101 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Collaboration: Whole-Class Collaboration (assembly presentation), TE pp. 154–155 </p>
<p>(D) engage in meaningful discourse and provide and accept constructive feedback from others.</p>	<p>TEACHER'S EDITION Partner Talk <ul style="list-style-type: none"> TE pp. 15, 16, 17, 21, 22, 23, 25, 26, 33, 34, 35, 39, 40, 41, 43, 44, 44, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188 Text 1: Return to the Text <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 Analyze and Synthesize Across Texts <ul style="list-style-type: none"> Return to the Focus Question: Connect Text (small group discussion), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Productive Conversation: Revoicing and Restating, TE pp. 16–17 Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 18–19 Collaboration: Small Groups, TE pp. 34–35 Productive Conversation: Adding On, TE pp. 40–41 Academic Language: Conversation, TE pp. 42–43, 128–129 Classroom Management: Discussions, TE pp. 54–55 Productive Conversation: Revoicing Students' Responses, TE pp. 62–63 Productive Conversation: Providing Appropriate Wait Time, TE pp. 80–81, 186–187 Collaboration: Partner Talk, TE pp. 86–87 Productive Conversation: Clear Up Confusions, TE pp. 108–109 Think-Aloud Modeling: Conversation, TE pp. 118–119 Collaboration: Small Group, TE pp. 126–127 Think-Aloud Modeling: Purposeful Partner Talk, TE pp. 130–131 Productive Conversation: Extending, TE pp. 134–135 Productive Conversation: Examples, TE pp. 152–153 Productive Conversation: Clearing Up Confusion, TE pp. 170–171 Productive Conversation: Reasoning, TE pp. 180–181 Productive Conversation: Clear Up Confusion, TE pp. 182–183 </p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Domain-Specific Words (use a dictionary), TE p. 129
<p>(B) use context such as contrast or cause and effect to clarify the meaning of words; and</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Multiple-Meaning Words (contextual meanings of familiar words and phrases), TE pp. 15, 25, 57, 69, 97, 123, 147, 151 • Figurative Language, TE pp. 21, 61, 115, 143 • Definition from Context, TE p. 43 • Denotation and Connotation, TE pp. 51, 106, 159, 165 • Words in Context, TE pp. 75, 133 • Shades of Meaning, TE p. 79 • Word Parts (contextual meanings of multi-syllabic words), TE pp. 87, 105 • Idioms, TE p. 141 • Domain-Specific Vocabulary, TE pp. 184, 185
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Prefixes and Suffixes, TE p. 39 • Word Parts, TE pp. 87, 105 • Denotation and Connotation (roots/word parts), TE pp. 159, 165 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Academic Language: ELL (Latin-based roots and word parts), TE pp. 90–91
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>STUDENT EDITION Reading Selections</p> <ul style="list-style-type: none"> • Grade-level Text: Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–20; Magazine Article: Life as We Didn't Know It, pp. 21–24; Expository Text: Learning Ocean Science Through Ocean Exploration, pp. 25–27; Newspaper Article: Phone to Pacific from the Atlantic, pp. 33–38; Hand Book: Practical Telephone Hand Book, pp. 39–42; Fact Sheet: What Is Distracted Driving?, pp. 43–45; Novel Excerpt: Little Women, pp. 51–56; Expository Text: Women Spymasters, pp. 57–60; Memoir Excerpt: Hospital Sketches, pp. 61–63; Essay: Edward Curtis Photography Collection, pp. 75–78; Poem: Listen Grandfather Where I Stand, pp. 79–81; Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>87–92; Brochure: Bats—Heroes of the Night, pp. 93–96; Explanatory Text: Fear of Nature Has Lots of Company, pp. 97–99; Autobiography: Up from Slavery, pp. 105–110; Autobiography: Incidents in the Life of a Slave Girl, pp. 111–114; Poem: Sympathy, pp. 115–117; Travel Narrative: Roughing It, pp. 123–128; Travel Journal: The Amateur Emigrant, pp. 129–132; Guidebook: California for Health, Pleasure, and Residence, pp. 133–135; Web Article: The Triangle Shirtwaist Factory Fire of 1911, pp. 141–146; Inspector’s Report: Child Labor in the Canning Industry of Maryland, pp. 147–150; Pamphlet: The Mill Girls, pp. 151–153; Fact Sheet: Brain Basics: Know Your Brain, pp. 159–164; Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165–168; Memoir Excerpt: The Story of My Life, pp. 169–171; Essay: Clara Barton and the International Red Cross, pp. 177–182; Historical Document: An Act of Courage, The Arrest Records of Rosa Parks, pp. 183–186; Congressional Record: Recognizing the Pea Island Life-Saving Station, pp. 187–189</p> <p>TEACHER’S EDITION Text Complexity</p> <ul style="list-style-type: none"> Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (reading grade-level text), TE pp. 29, 65, 83, 119, 137, 155, 173 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity, TE pp. 6–7 Text Complexity: Reader and Task Factors, TE pp. 72–73 Text Complexity: High Knowledge Demands, TE pp. 160–161 Text Complexity: How to Manage Challenges, TE pp. 150–151 Text Complexity: Quantitative vs. Qualitative Features, TE pp. 178–179
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>TEACHER’S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (recommended independent reading), TE pp. 29, 65, 83, 119, 137, 155, 173

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>STUDENT EDITION Focus Question</p> <ul style="list-style-type: none"> Establish purpose (all texts in a unit relate to the unit Focus Question), pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>TEACHER'S EDITION 1st Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187 <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 135, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 17, 23, 35, 41, 53, 59, 71, 77, 89, 95, 107, 113, 125, 131, 143, 149, 161, 167, 179, 185, 189
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>STUDENT EDITION Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Use a question mark to identify questions about the text, p. 8 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions (clarify understanding), p. 10 <p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (What questions did you ask yourself?), pp. 73 <p>TEACHER'S EDITION Think Aloud</p> <ul style="list-style-type: none"> I ask myself/put a question mark in the margin, TE pp. 41, 59 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (annotate with question marks), TE pp. 8–9 Self-Monitoring Strategies (asking questions), TE pp. 10–11 Annotations: Confusions (mark difficult text with question marks), TE pp. 106–107 Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 110–111

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>STUDENT EDITION Return to the Text <ul style="list-style-type: none"> Comprehension Check (predict), p. 45 TEACHER'S EDITION Genre Study <ul style="list-style-type: none"> Format and features/characteristics of genre (literature and informational text), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 3rd Read <ul style="list-style-type: none"> Annotation Notes/Text-Dependent Questions (what will happen), TE p. 89 Return to the Text <ul style="list-style-type: none"> Respond to Reading (use text features and text structure), TE p. 91 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Think Aloud Modeling: Using Different Strategies (predicting), TE pp. 52–53 Think Aloud Modeling (predict), TE pp. 70–71 Self-Monitoring Strategies: Draw Conclusions (making predictions)/predict possible outcomes, TE pp. 94–95, 168–169 </p>
<p>(D) create mental images to deepen understanding;</p>	<p>STUDENT EDITION Getting Started: Self-Monitoring Strategies <ul style="list-style-type: none"> Visualize, p. 10 Text 1 Reading Selections <ul style="list-style-type: none"> Self-Monitoring Strategies: Visualize, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177 TEACHER'S EDITION Think Aloud <ul style="list-style-type: none"> Visualize to clarify, TE pp. 35, 107, 148 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Self-Monitoring Strategies (visualizing), TE pp. 10–11 Self-Monitoring Strategies: Visualize, TE pp. 14–15 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 104–105, 154–154, 176–177 </p>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION Getting Started: Reading Closely <ul style="list-style-type: none"> 3rd Read (How can I connect any of the ideas in the text to another text I've read or something I've learned?), p. 7 Annotation Notes <ul style="list-style-type: none"> 3rd Read (make connections), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p style="text-align: right;"><i>continued</i></p> </p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect (make connections), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (making connections), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts (make connections), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (establish a personal connection), TE pp. 8–9 Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 24–25 Differentiation: Graphic Organizers (connections), TE pp. 28–29 Intertextual Analysis: Making Thematic Connections, TE pp. 100–101 Annotations: Annotation Notes (make a connection), TE pp. 146–147 Intertextual Analysis: Comparing and Contrasting Authors' Use of Language and Text Structure (connections), TE pp. 148–149, 184–185 Text Complexity: How to Manage Challenges (connections), TE pp. 150–151 Intertextual Analysis: Incorporating Information from a Visual Text (make connections), TE pp. 154–155 Intertextual Analysis: Comparing and Contrasting Themes (make a connection), TE pp. 158–159 Differentiation: Multiple Graphic Organizers (connections), TE pp. 166–167 Productive Conversation: Reasoning, TE pp. 180–181
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 3rd Read (make inferences), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (make inferences), pp. 19, 37, 55, 73, 91, 109, 127, 145, 163, 181 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> • Comprehension Check (make inferences), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p>TEACHER'S EDITION</p> <p>3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (make inferences), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185 <p>Think Aloud</p> <ul style="list-style-type: none"> • Infer, TE pp. 53, 105 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Productive Conversation: Reasoning, (make inferences), TE pp. 6–7 • Visual Text (make inferences), TE pp. 12–13 • Intertextual Analysis: Analyzing vs. Summarizing (make inferences), TE pp. 24–25 • Think Aloud Modeling: Using Different Strategies (make inferences), TE pp. 52–53 • Academic Language: Language Frames (infer), TE pp. 76–77 • Self-Monitoring Strategies: Draw Conclusions (make inferences), TE pp. 94–95, 168–169 • Intertextual Analysis: Incorporating Information from a Visual Text (inferences), TE pp. 104–105 • Self-Monitoring Strategies: Ask Yourself Questions (inferences), TE pp. 110–111 • Teacher Observation: Scaffolding (complex inferences), TE pp. 112–113 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (inferences), TE pp. 114–115 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 148–149 • Productive Conversation: Examples (make inferences), TE pp. 152–153 • Intertextual Analysis: Citing Evidence from Multiple Texts (inferences), TE pp. 172–173 • Productive Conversation: Reasoning, (make inferences), TE pp. 180–181
<p>(G) evaluate details read to determine key ideas;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, pp. 8–9 <p>Annotating the Text/Annotation Notes</p> <ul style="list-style-type: none"> • 1st Read (note details that determine key ideas), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Respond to the Text</p> <ul style="list-style-type: none"> Respond to Reading, pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181 Comprehension Check, pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (record details that help answer the Focus Question), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (use details from the text), TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187
<p>(H) synthesize information to create new understanding; and</p>	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (record details that help answer the Focus Question), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect (new understanding), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Graphic Organizers (synthesizing information), TE pp. 28–29 Productive Conversation: Extending (synthesis), pp. 134–135 Self-Monitoring Strategies: Drawing Conclusions, TE pp. 168–169
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Use a question mark to identify questions about the text, p. 8 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions (clarify understanding), p. 10 <p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177 <p>Annotating Text</p> <ul style="list-style-type: none"> Reading selections: mark text, write notes/questions, use annotation symbols, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Close Reading of Complex Texts, Grade 7

141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188

Annotation Notes

- 1st Read/2nd Read/3rd Read (make notes based on annotations to monitor comprehension), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188

Return to the Text

- Respond to Reading: Summary Chart, pp. 36, 54, 72, 90, 108, 126, 144, 162, 180
- Comprehension Check, pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189

Analyze and Synthesize Across Texts

- Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER'S EDITION

Think Aloud

- Ask yourself questions, TE pp. 41, 59
- Reread to clarify, TE pp. 22, 34, 52, 70, 89, 95, 106, 124, 131, 142, 160, 178

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Annotations, TE pp. 8-9
- Self-Monitoring Strategies, TE pp. 10-11
- Self-Monitoring: Visualize, TE pp. 14-15
- Annotations: Key Words and Phrases, TE pp. 20-21
- Differentiation: Graphic Organizers, TE pp. 28-29
- Teacher Observation: Guide to Note-taking for Teachers, TE pp. 36-37
- Annotations: Self-Monitoring Strategy, TE pp. 50-51
- Think Aloud Modeling: Using Different Strategies, TE pp. 52-53
- Teacher Observation: Student Annotations, TE pp. 56-57
- Differentiation: Scaffolding with Graphic Organizers, TE pp. 64-65
- Think Aloud Modeling, TE pp. 70-71
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 78-79
- Annotations: Key Words or Phrases, TE pp. 88-89
- Annotations: Avoiding Over-Annotating, TE pp. 90-91
- Self-Monitoring Strategies: Draw Conclusions, TE pp. 94-95
- Annotations: Important or Surprising Information, TE pp. 98-99
- Annotations: Confusions, TE pp. 106-107
- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 110-111

continued

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> • Annotations: Connections, TE pp. 116–117 • Annotations: Annotation Notes, TE pp. 122–123 • Self-Monitoring Strategies: Reread to Clarify, TE pp. 132–133 • Annotations: Annotation Notes, TE pp. 146–147 • Annotations: Avoiding Over-Annotating, TE pp. 162–163 • Differentiation: Multiple Graphic Organizers, TE pp. 166–167 • Self-Monitoring Strategies: Drawing Conclusions, TE pp. 168–169
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>STUDENT EDITION Getting Started: Reading Closely <ul style="list-style-type: none"> • 3rd Read (How can I connect any of the ideas in the text to another text I've read or something I've learned?), p. 7 Annotation Notes <ul style="list-style-type: none"> • 3rd Read (make connections), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 Analyze and Synthesize Across Texts <ul style="list-style-type: none"> • Return to the Focus Question/Reflect (make connections), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 TEACHER'S EDITION 3rd Read <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (making connections), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188 Analyze and Synthesize Across Texts <ul style="list-style-type: none"> • Connect Texts (make connections), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> • Annotations (establish a personal connection), TE pp. 8–9 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 50–51 • Productive Conversation: Adding On, TE pp. 72–73 • Differentiation: Graphic Organizers, TE pp. 82–83 • Collaboration: Small Group, TE pp. 86–87 • Productive Conversation: Clear Up Confusions, TE pp. 92–93 • Productive Conversation: Revoicing and Restating, TE pp. 96–97 <p style="text-align: right;"><i>continued</i></p> </p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> • Self-Monitoring Strategies: Draw Conclusions (connections), TE pp. 108–109, 162–163 • Annotations: Connections, TE pp. 116–117 • Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 130–131 • Intertextual Analysis: Making Thematic Connections, TE pp. 132–133 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 148–149, 170–171 • Classroom Management: Discussions (connections), TE pp. 150–151 • Productive Conversation: Extending (make a connection), TE pp. 178–179
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Text, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174
<p>(C) use text evidence to support an appropriate response;</p>	<p>STUDENT EDITION Annotation Notes</p> <ul style="list-style-type: none"> • 1st Read/2nd Read/3rd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (use text evidence to complete chart/write summary/answer questions), pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181 • Comprehension Check (use text evidence to support answers), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION Summarizing</p> <ul style="list-style-type: none"> • Use text evidence to support ideas, TE p. 11 <p>1st Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions, TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188
<p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Write a Summary, p. 11 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart/Write a Summary, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts (use annotations and summaries to support answers), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Collaboration: Small Groups (paraphrase or explain the text), TE pp. 144-145 Think Aloud Modeling: Conversation (share/compare summaries), TE pp. 180-181 Intertextual Analysis: Comparing and Contrasting Themes (summarize), TE pp. 186-187
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: Heidi/The Principles of Scientific Management (read and annotate with purpose/mark text and questions while you read/make notes/sample annotations), pp. 8-9 <p>Annotation Notes</p> <ul style="list-style-type: none"> 1st Read (Key Ideas and Details)/2nd Read (Language and Text Structure)/3rd Read (Connections and Inference), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-135, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart/Write a Summary, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations, TE pp. 8–9 Annotations: Self-Monitoring Strategy, TE pp. 18–19 Teacher Observation: Guide to Note-taking for Teachers, TE pp. 24–25 Annotations: Key Words and Phrases, TE pp. 38–39 Differentiation: Multiple Graphic Organizers, TE pp. 46–47 Annotations: Important or Surprising Information, TE pp. 60–61 Annotations: Annotation Notes, TE pp. 74–75 Differentiation: Graphic Organizers, TE pp. 82–83 Think-Aloud Modeling: Annotating, TE pp. 94–95 Teacher Observation: Student Annotations, TE pp. 104–105 Annotations: Connections, TE pp. 116–117 Differentiation: Scaffolding with Graphic Organizers, TE pp. 118–119 Annotations: Avoiding Over-Annotating, TE pp. 134–135 Annotations: Key Words and Phrases, TE pp. 146–147 Annotations: Annotation Notes, TE pp. 160–161 Annotations: Avoiding Over-Annotating, TE pp. 164–165 Annotations: Confusions, TE pp. 182–183
<p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p>STUDENT EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> Annotating a Text (mark unfamiliar words), p. 8 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read (analyze use of language/identify and define academic terms/gather vocabulary knowledge), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (use of words or phrases), pp. 19, 37, 73, 109, 127, 145, 163, 181 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/gather vocabulary knowledge), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Vocabulary</p> <ul style="list-style-type: none"> TE pp. 15, 17, 22, 23, 33, 39, 41, 52, 57, 61, 69, 70, 71, 76, 80, 87, 88, 89, 93, 94, 105, 106, 111, 113, 115, 124, 129, 130, 141, 147, 148, 151, 160, 165, 166, 168, 178, 184, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts: Scaffolded Support (academic language), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Think-Aloud Modeling: Purposeful Partner Talk (use academic language), TE pp. 16–17 Academic Language: ELL (general academic and domain-specific language), TE pp. 20–21 Text Complexity: High-Knowledge Demands (domain-specific language), TE pp. 44–45 Classroom Management: Small-Group and Partner Work, TE pp. 58–59 Academic Language: Language Frames, TE pp. 64–65, 106–107 Text Complexity: Reader and Task Factors (domain-specific language), TE pp. 70–71 Academic Language: Conversation (domain-specific language), TE pp. 78–79, 142–143 Productive Conversation: Revoicing and Restating (using academic language), TE pp. 96–97 Productive Conversation: Revoicing Students' Responses (using academic language), TE pp. 122–123 Collaboration: Partner Talk, TE pp. 126–127
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 3rd Read (inferences), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (make inferences), pp. 19, 37, 55, 73, 91, 109, 127, 145, 163, 181 Comprehension Check (make inferences), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p>TEACHER'S EDITION</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Denotation and Connotation, TE pp. 51, 106 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations: Key Words or Phrases (words or phrases that indicate but do not explicitly state major ideas), TE pp. 88–89 • Self-Monitoring Strategies: Ask Yourself Questions (help students make inferences about what they read), TE pp. 110–111
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	<p>STUDENT EDITION</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (tone), pp. 63, 99, 128 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (tone), TE pp. 98, 116, 124, 178 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity (tone), TE pp. 6–7 • Productive Conversation: Adding On, TE pp. 40–41 • Annotations: Key Words or Phrases (tone), TE pp. 88–891 • Think-Aloud Modeling: Conversation, TE pp. 118–119 • Academic Language: Conversation (tone), TE pp. 128–129 • Think-Aloud Modeling: Purposeful Partner Talk, TE pp. 130–131 • Productive Conversation: Extending, TE pp. 134–135 • Productive Conversation: Examples, TE pp. 152–153 • Text Complexity: Quantitative vs. Qualitative Features (identify tone), TE pp. 178–179
(I) reflect on and adjust responses as new evidence is presented; and	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Productive Conversation: Revoicing and Restating (help students analyze their classmates' thinking for strengths and/or weaknesses), TE pp. 16–17 • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 18–19 • Productive Conversation: Adding On, TE pp. 40–41 • Productive Conversation: Clear Up Confusions, TE pp. 108–109, 170–171, 182–183 • Productive Conversation: Examples, TE pp. 152–153 • Productive Conversation: Reasoning, TE pp. 180–181

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) infer multiple themes within and across texts using text evidence;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 3rd Read (note inferences based on annotations)—Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–17; Novel Excerpt: Little Women, pp. 51–53; Poem: Listen Grandfather Where I Stand, pp. 79–80; Poem: Sympathy, pp. 115–116 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Comprehension Check (make inferences/identify theme), pp. 20, 56, 81, 117 <p>TEACHER'S EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (make inferences during a Third Read), p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • 3rd Read (look for meaning by making inferences), p. 9 <p>3rd Read: Literature Selections</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (make inferences from the text), TE pp. 17, 53, 80, 116 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 38–39, 188–189 • Intertextual Analysis: Making Thematic Connections, TE pp. 100–101 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 158–159
<p>(B) analyze how characters' qualities influence events and resolution of the conflict;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 1st Read (Who are the characters?/What happens?), p. 6 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (picture characters)/Draw Conclusions (based on what characters do or say), p. 10 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: Who?/How? (the characters/plot), p. 11 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 1st Read: Who are the characters?—Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–17; Novel Excerpt: Little Women, pp. 51–53; Poem: Listen Grandfather Where I Stand, pp. 79–80 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart: Who? (characters/conflict), pp. 18, 54, 126 Comprehension Check (characters/conflict), p. 20 <p>TEACHER’S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Partner Talk (characters), p. 15 <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (character’s reaction), pp. 16, 52 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (character’s motivations), p. 17 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize characters/actions), TE pp. 10–11
<p>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> Plot points, p. 6 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart: How? (plot/major events), p. 11 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 1st Read: What happens?—Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–17; Novel Excerpt: Little Women, pp. 51–53 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Comprehension Check, p. 114 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategy: Visualize (complex action sequences), TE pp. 14–15 Productive Conversation: Clear Up Confusions (sequence events), TE pp. 108–109
<p>(D) analyze how the setting influences character and plot development.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart: Where? (setting), p. 11 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 1st Read: Where does the action take place?—Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–17; Novel Excerpt: Little Women, pp. 51–53 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p><u>TEACHER'S EDITION</u></p> <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart: Where? (setting), pp. 18, 54 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read (setting), p. 179 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize settings), TE pp. 10–11
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;</p>	<p><u>STUDENT EDITION</u></p> <p>Literature Selections</p> <ul style="list-style-type: none"> Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–20 Novel Excerpt: Little Women, pp. 51–56 Poem: Listen Grandfather Where I Stand, pp. 79–81 Poem: Sympathy, pp. 115–117 <p><u>TEACHER'S EDITION</u></p> <p>Genre Study</p> <ul style="list-style-type: none"> Format and features/characteristics of genre (lit. and info. text), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175
<p>(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;</p>	<p>Related content</p> <p><u>STUDENT EDITION</u></p> <p>Literature Selections</p> <ul style="list-style-type: none"> Poem: Listen Grandfather Where I Stand, pp. 79–81 Poem: Sympathy, pp. 115–117
<p>(C) analyze how playwrights develop characters through dialogue and staging;</p>	<p>Related content</p> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Think-Aloud Modeling: Conversation (act out a dialogue), TE pp. 118–119
<p>(D) analyze characteristics and structural elements of informational text, including:</p>	
<p>(i) the controlling idea or thesis with supporting evidence;</p>	<p><u>STUDENT EDITION</u></p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details, p. 6 <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Underline key ideas and major points, p. 8 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 1st Read (use annotations to make notes about central ideas and supporting details)—Magazine Article: Life as We Didn't Know It, pp. 21–23; Expository Text: Learning Ocean Science Through Ocean Exploration, pp. 25–26; Newspaper Article: Phone to Pacific from the Atlantic, pp. 33–35; Hand Book: Practical Telephone Hand Book, pp. 39–41; Fact Sheet: What Is Distracted Driving?, pp. 43–44; Expository Text: Women Spymasters, pp. 57–59; Memoir Excerpt: Hospital Sketches, pp. 61–62; Essay: Edward Curtis Photography Collection, pp. 75–77; Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87–89; Brochure: Bats—Heroes of the Night, pp. 93–95; Explanatory Text: Fear of Nature Has Lots of Company, pp. 97–98; Autobiography: Up from Slavery, pp. 105–107; Autobiography: Incidents in the Life of a Slave Girl, pp. 111–113; Travel Narrative: Roughing It, pp. 123–125; Travel Journal: The Amateur Emigrant, pp. 129–131; Guidebook: California for Health, Pleasure, and Residence, pp. 133–134; Web Article: The Triangle Shirtwaist Factory Fire of 1911, pp. 141–143; Inspector's Report: Child Labor in the Canning Industry of Maryland, pp. 147–149; Pamphlet: The Mill Girls, pp. 151–152; Fact Sheet: Brain Basics: Know Your Brain, pp. 159–161; Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165–167; Memoir Excerpt: The Story of My Life, pp. 169–170; Essay: Clara Barton and the International Red Cross, pp. 177–179; Historical Document: An Act of Courage, The Arrest Records of Rosa Parks, pp. 183–185; Congressional Record: Recognizing the Pea Island Life-Saving Station, pp. 187–188 <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> Comprehension Check (identify central/key idea and supporting details), pp. 20, 24, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p>TEACHER'S EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> 1st Read (note key ideas and details), TE p. 9 <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (What is this text about?), TE pp. 15, 21, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183
(ii) features such as references or acknowledgements; and	<p>STUDENT EDITION</p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> Hand Book: Practical Telephone Hand Book, pp. 39–42 Fact Sheet: What Is Distracted Driving?, pp. 43–45 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> • Brochure: Bats—Heroes of the Night, pp. 93–96 • Guidebook: California for Health, Pleasure, and Residence, pp. 133–135 • Pamphlet: The Mill Girls, pp. 151–153 • Fact Sheet: Brain Basics: Know Your Brain, pp. 159–164 • Congressional Record: Recognizing the Pea Island Life-Saving Station, pp. 187–189 <p>TEACHER'S EDITION Genre Study</p> <ul style="list-style-type: none"> • Features of informational text, TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175
<p>(iii) organizational patterns that support multiple topics, categories, and subcategories;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 2nd Read (How is the text organized?), p. 7 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • 2nd Read (how is the text organized)—pp. 21–23, 25–26, 33–35, 39–41, 43–44, 57–59, 61–62, 75–77, 87–89, 93–95, 97–98, 105–107, 111–113, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (How is information in this text organized), p. 153 <p>TEACHER'S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions (text organization), TE pp. 22, 26, 34, 40, 44, 58, 62, 76, 88, 94, 98, 106, 112, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, TE pp. 148–149, 184–185
<p>(E) analyze characteristics and structures of argumentative text by:</p>	
<p>(i) identifying the claim;</p>	<p>STUDENT EDITION Reading Selections</p> <ul style="list-style-type: none"> • Hand Book: Practical Telephone Hand Book (arguments), pp. 39–42 • Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87–92 • Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165–168 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (What argument does the author make?/author's opinion), pp. 42, 99 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>TEACHER'S EDITION 3rd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (analyze the author's argument), TE pp. 41, 167, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Comparing and Contrasting Author's Perspectives (arguments), TE pp. 114-115 Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 172-173, 190-191
<p>(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and</p>	<p>STUDENT EDITION Reading Selections</p> <ul style="list-style-type: none"> Hand Book: Practical Telephone Hand Book, pp. 39-42 Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87-92 Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165-168 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (cite evidence), p. 42 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Citing Evidence from Multiple Texts (text evidence), TE pp. 190-191 Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 172-173, 190-191
<p>(iii) identifying the intended audience or reader; and</p>	<p>STUDENT EDITION Reading Selection</p> <ul style="list-style-type: none"> Hand Book: Practical Telephone Hand Book, pp. 39-42 <p>TEACHER'S EDITION 3rd Read: Informational Text Selection</p> <ul style="list-style-type: none"> Text-Dependent Questions (audience), TE p. 41 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures (intended audience), TE pp. 148-149
<p>(F) analyze characteristics of multimodal and digital texts.; and</p>	<p><i>Close Reading of Complex Texts</i> available as a Student Edition Worktext or digital Student Edition eBook. Go to www.SadlierSchool.com.</p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (What is the author’s purpose?/What message is the author communicating?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (author’s purpose and message), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>TEACHER’S EDITION 2nd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (author’s message/message of the text), TE pp. 71, 98, 116, 134 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Comparing and Contrasting Themes (overarching messages), TE pp. 158-159
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (How is the text organized? Chronologically? In a problem-and-solution structure? As cause and effect?/What is the author’s purpose?/What message is the writer communicating through his or her choice of language or structure?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105- <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188</p> <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (author’s purpose), pp. 42, 78, 135, 146, 150 • Respond to Reading (How does the text structure supports the author’s purpose?), p. 73 <p>TEACHER’S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (text structure), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions/Partner Talk (author’s purpose), TE pp. 95 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (use text structure to find the most important ideas and supporting evidence), TE pp. 91, 107 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity (text structure), TE pp. 6–7 • Self-Monitoring Strategies: Reread to Clarify (connections between ideas and overall text structure), TE pp. 132–133 • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure (text structure and language can reveal deeper meanings about texts), TE pp. 148–149, 184–185
<p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading a Visual Text</p> <ul style="list-style-type: none"> • Forecasts for 1907: Development of Wireless Telegraphy, p. 12 <p>Visual Texts</p> <ul style="list-style-type: none"> • Wood Engraving: Wonders of the Sea, p. 14; Photograph: A group of female switchboard operators, c 1955, p. 32; Wood Engraving: Women of Maryland Entertaining the Federal Recruits, p. 50; Photograph: Navajo Mother and Child Weaving, Albuquerque, New Mexico, p. 68; Autobiography The School Days of an Indian Girl, pp. 69–74; Illustration: Mexican Free-Tailed Bats at Bracken Cave, p. 86; Magazine Illustration: Enfranchised slaves carry in triumph the decree of enfranchisement from President Lincoln, p. 104; Wood Engraving: NYC—Elevated Railway, p. 122; Photograph: Child Coal Miners, 1908, p. 140; Illustration: Antique illustration of the study of phrenology, p. 158; Photograph: Firefighters in action trying to save the house, p. 176 <p>Informational Text Selections</p> <ul style="list-style-type: none"> • Magazine Article: Life as We Didn’t Know It (photo/diagram), pp. 21–23; Expository Text: Learning Ocean Science Through <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>Ocean Exploration (illustration), pp. 25–26; Newspaper Article: Phone to Pacific from the Atlantic (subheadings), pp. 33–35; Hand Book: Practical Telephone Hand Book (photos/subheadings), pp. 39–41; Fact Sheet: What Is Distracted Driving? (bullets), pp. 43–44; Expository Text: Women Spymasters (photos/subheadings), pp. 57–59; Memoir Excerpt: Hospital Sketches (image), pp. 61–62; Essay: Edward Curtis Photography Collection (photos), pp. 75–77; Argumentative Essay: The Night Life: Why We Need Bats All the Time (diagram/subheadings), pp. 87–89; Brochure: Bats—Heroes of the Night (photos/subheadings), pp. 93–95; Explanatory Text: Fear of Nature Has Lots of Company (photo), pp. 97–98; Autobiography: Up from Slavery (photo), pp. 105–107; Autobiography: Incidents in the Life of a Slave Girl (photos), pp. 111–113; Travel Narrative: Roughing It (image), pp. 123–125; Travel Journal: The Amateur Emigrant (photo/illustration/subheadings), pp. 129–131; Guidebook: California for Health, Pleasure, and Residence (photo), pp. 133–134; Web Article: The Triangle Shirtwaist Factory Fire of 1911 (subheadings), pp. 141–143; Inspector’s Report: Child Labor in the Canning Industry of Maryland (photos), pp. 147–149; Pamphlet: The Mill Girls (timeline/subheadings), pp. 151–152; Fact Sheet: Brain Basics: Know Your Brain (diagram/subheadings), pp. 159–161; Expository Text: Exploring the Unknown Frontier of the Brain (diagram/photos/subheadings/bullets), pp. 165–167; Memoir Excerpt: The Story of My Life (photo), pp. 169–170; Historical Document: An Act of Courage, The Arrest Records of Rosa Parks (diagram/photos), pp. 183–185; Congressional Record: Recognizing the Pea Island Life-Saving Station (photo), pp. 187–188</p> <p>TEACHER’S EDITION</p> <p>Visual Text</p> <ul style="list-style-type: none"> • Set a Purpose/Visual Text Analysis, TE pp. 14, 32, 50, 68, 86, 104, 122, 140, 158, 176 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text, TE pp. 12 • Self-Monitoring: Visualize, TE pp. 14–15 • Visual Text: ELL, TE pp. 32–33, 140–141 • Visual Text: Visual Learners, TE pp. 68–69 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 104–105, 154–155, 176–177
<p>(D) describe how the author’s use of figurative language such as extended metaphor achieves specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 2nd Read (How does the author’s use of figurative language give you a greater understanding of what is happening in the text?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> • 2nd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105– <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188</p> <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (author’s purpose), pp. 42, 78, 135, 146, 150 • Respond to Reading (use figurative language), p. 73 <p>TEACHER’S EDITION</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Multiple-Meaning Words, TE pp. 15, 25, 57, 69, 97, 123, 147, 151 • Figurative Language, TE pp. 21, 61, 115, 143 • Denotation and Connotation, TE pp. 51, 106, 159, 165 • Shades of Meaning, TE p. 79 • Idioms, TE p. 141 <p>2nd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (author’s word choices/figurative language), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>2nd Read</p> <ul style="list-style-type: none"> • Annotation Notes (metaphor), TE p. 71 <p>3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (metaphor), TE p. 80 <p>Think Aloud</p> <ul style="list-style-type: none"> • So, this is not a metaphor but a literal statement. TE p. 112 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (metaphor), TE p. 117 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations: Key Words or Phrases (figurative language), TE pp. 88–89 • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structures, TE pp. 148–149, 184–185
<p>(E) identify and analyze the use of literary devices, including multiple points of view and irony;</p>	<p>TEACHER’S EDITION</p> <p>Annotation Notes</p> <ul style="list-style-type: none"> • 1st Read (first person point of view), TE pp. 123, 169 <p>2nd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (first person point of view), TE pp. 124, 170 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (author’s point of view), TE p. 149 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources (point of view), TE pp. 44–45 • Annotations: Key Words or Phrases (irony/implicit ideas), TE pp. 88–89 <p style="text-align: right;"><i>continued</i></p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> • Intertextual Analysis: Comparing and Contrasting Authors' Perspectives, TE pp. 114–115 • Annotations: Annotation Notes (written in the first person), TE pp. 122–123 • Think-Aloud Modeling: Purposeful Partner Talk (understand a text from a different point of view), TE pp. 130–131
<p>(F) analyze how the author's use of language contributes to mood, voice, and tone; and</p>	<p>STUDENT EDITION Annotation Notes</p> <ul style="list-style-type: none"> • 2nd Read (note use of language/text structure), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (tone/words and phrases), p. 63 • Comprehension Check (tone), p. 99 • Comprehension Check (tone created by language), p. 128 <p>TEACHER'S EDITION 2nd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (author's word choices/use of language), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 135, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>Genre Study</p> <ul style="list-style-type: none"> • Note differences in purpose and tone, TE pp. 31, 157 <p>2nd Read</p> <ul style="list-style-type: none"> • Partner Talk (discuss tone of the text), TE p. 98 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity (use of language/tone) TE pp. 6–7 • Annotations: Key Words and Phrases (figurative language/ tone/irony), TE pp. 88–89 • Academic Language: Conversation (tone), TE pp. 128–129
<p>(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p>	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies: Draw Conclusions (making generalizations), TE pp. 94–95

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Use Evidence (writing prompt), pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>TEACHER'S EDITION Differentiate and Extend • Write Beyond (writing prompt), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Productive Conversation: Adding On (brainstorming), TE pp. 40–41 • Productive Conversation: Extending (brainstorming), TE pp. 134–135</p>
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	
<p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Organization, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Text Evidence, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Focus Question (refer to the Writing Rubric as you revise your work), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p> <p style="text-align: right;"><i>continued</i></p>

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
	<p>TEACHER'S EDITION Writing About the Focus Questions • Monitor (review and revise), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p>
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronoun-antecedent agreement; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) correct capitalization;</p>	<p>Correct grammar and usage modeled in reading selections. STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192 Self-Assess and Reflect • Writing Rubric: Spelling and Conventions (correct grammar), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and</p>	<p>Related content STUDENT EDITION Self-Assess and Reflect: Writing Rubric • Spelling and Conventions (correct punctuation), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p>Related content STUDENT EDITION Self-Assess and Reflect: Writing Rubric • Spelling and Conventions (correct spelling), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(E) publish written work for appropriate audiences.</p>	<p>STUDENT EDITION Self-Assess and Reflect • Focus Question (write your final version), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192 TEACHER'S EDITION Reflect • Teacher assesses final versions/records points/places in students' writing portfolios, TE pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>

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§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (imagined experience/assume role), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 82-83
<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Debate an Issue, TE p. 29 <p>Related content</p> <p>STUDENT EDITION Informational Text Selection</p> <ul style="list-style-type: none"> Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87-92
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond: Letter, TE pp. 47, 65
<p>(12) Inquiry and research*: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>*Each unit of <i>Close Reading of Complex Texts</i> models an inquiry and research project. Students carefully read and re-read, annotate, take and organize notes, and summarize the contents of four source documents. After analyzing and synthesizing their information, they write a response.</p>
<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
(B) develop and revise a plan;	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173 • Make a Plan, TE p. 101
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	<p>Related content</p> <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
(D) identify and gather relevant information from a variety of sources;	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 44–45 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 96–97 • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 172–173, 190–191
(E) differentiate between primary and secondary sources;	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 44–45 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 96–97 • Intertextual Analysis: Making Thematic Connections (multiple texts), TE pp. 100–101 • Annotations: Connections (annotate multiple texts), TE pp. 116–117 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 158–157 • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 172–173, 190–191
(F) synthesize information from a variety of sources;	<p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (synthesize information from all unit texts), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: Graphic Organizers (analyzing/synthesizing information from multiple texts), TE pp. 28–29 • Self-Monitoring Strategies: Draw Conclusions (synthesize relevant details), TE pp. 94–95 • Productive Conversation: Extending (synthesis), TE pp. 134–135

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 7
(G) differentiate between paraphrasing and plagiarism when using source materials;	Related content <u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u> • Collaboration: Small Groups (paraphrase), TE pp. 34–35 • Intertextual Analysis: Citing Evidence from Multiple Texts (quoting directly, paraphrasing, summarizing), TE pp. 172–173
(H) examine sources for:	
(i) reliability, credibility, and bias; and	N/A
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	N/A
(I) display academic citations and use source materials ethically; and	N/A
(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Related content <u>TEACHER'S EDITION</u> Differentiate and Extend • Create a Visual Text, TE pp. 47, 65, 119, 137, 155, 173, 191 • Write Beyond (write a presentation), TE p. 101 <u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u> • Collaboration: Whole-Class Collaboration (presentation), TE pp. 164–165