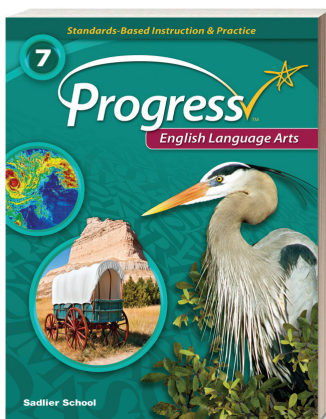


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Language Arts

Florida Standards (LAFS)

Grade: 7

Contents

Reading Standards for Literature	2
Reading Standards for Informational Text	5
Writing Standards	8
Standards for Speaking and Listening	18
Language Standards	21

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 1: Key Ideas and Details

LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

LAFS.7.RL.2.4 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.7.RL.2.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Literature

STANDARDS

LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

LAFS.7.RL.3.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

LAFS.7.RL.3.9 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.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.7.RL.4.10 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.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

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

Strand: Reading Standards for Literature

STANDARDS

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 1: Key Ideas and Details

LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.7.RI.1.3 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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.7.RI.2.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.7.RI.2.5 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Informational Text

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<p>LAFS.7.RI.2.6 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 165–167 Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197 Unit 7 Review—pp. 200–202 Performance Task—Online</p>
<hr/> Cluster 3: Integration of Knowledge and Ideas <hr/>	
<p>LAFS.7.RI.3.7 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).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Comparing Media Presentations: “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online</p>
<p>LAFS.7.RI.3.8 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Evaluating Arguments: “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online</p>
<p>LAFS.7.RI.3.9 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>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</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online</p>

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.7.RI.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Informational Text

STANDARDS

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 1: Text Types and Purposes

- LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.
- Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
-
- 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.
-
- LAFS.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.
- Cognitive Complexity:* Level 4: Extended Thinking & Complex Reasoning

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

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

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

Strand: Writing Standards

STANDARDS

- 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.

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

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: 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

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

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

Strand: Writing Standards

STANDARDS

- 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.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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: 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

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

Strand: Writing Standards

STANDARDS

LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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.

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

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

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 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

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

Strand: Writing Standards

STANDARDS

Cluster 2: Production and Distribution of Writing

LAFS.7.W.2.4 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.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.7.W.2.5 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 on page 52.)

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Strand: Writing Standards

STANDARDS

LAFS.7.W.2.6 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.7.W.3.8 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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)—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

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

Strand: Writing Standards

STANDARDS

LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- 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 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

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

Strand: Writing Standards

STANDARDS

- 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”).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

Cluster 4: Range of Writing

LAFS.7.W.4.10 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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.

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 1: Comprehension and Collaboration

LAFS.7.SL.1.1 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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.

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

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<p>LAFS.7.SL.1.2 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p> <p>Connect Across Texts (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294</p> <p>Speaking and Listening: Discuss/Return to the Essential Question—pp. 58, 110, 162, 214, 258</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93 Unit 3 Review—pp. 96–98 Performance Task—Online</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>LAFS.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Connect Across Texts (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294</p> <p>Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (<i>Did I?</i>: Distinguish claims that are supported by reasons and evidence from claims that are not?), 110, 162, 214, 258</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Evaluating Arguments: “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263 Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293 Unit 11 Review—pp. 296–298 Performance Task—Online</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>

Strand: Standards for Speaking and Listening

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 2: Presentation of Knowledge and Ideas

LAFS.7.SL.2.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.7.SL.2.6 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.)

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Writing Handbook

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

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

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

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310

See also Home Connect—pp. 48 (create a flow chart), 62 (Internet images), 152 (create a 3- or 4-panel drawing), 204 (make a cause-effect chart), 218 (create a storyboard)

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

Strand: Language Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Cluster 1: Conventions of Standard English

LAFS.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- a. Explain the function of phrases and clauses in general and their function in specific sentences.

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

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

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

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

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

LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Language Standards

STANDARDS

- 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.

Cluster 2: Knowledge of Language

- LAFS.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Cluster 3: Vocabulary Acquisition and Use

- LAFS.7.L.3.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- 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*).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Strand: Language Standards

STANDARDS

- 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.

- 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).

LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Strand: Language Standards

STANDARDS

- 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*).

LAFS.7.L.3.6 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.

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Strand: Language Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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