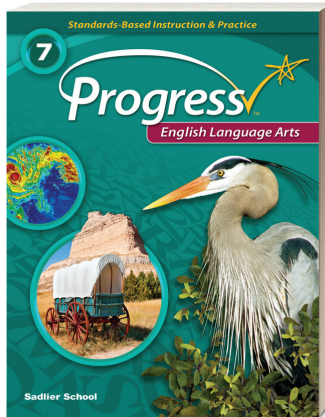


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Grade 7

Contents

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1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

Phonics and Word Recognition

CC.1.1.7.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

CC.1.1.7.E Read with accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.

- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 1 Reading Literature: Key Ideas and Details

Language: Greek and Latin Affixes—p. 43

SEE ALSO

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

Unit 1 Review—pp. 44–46

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Greek and Latin Roots—p. 95

SEE ALSO

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

Unit 3 Review—pp. 96–98

Unit 1 Reading Literature: Key Ideas and Details

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

Unit 3 Reading Informational Text: Key Ideas and Details

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

Unit 5 Reading Literature: Craft and Structure

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

Unit 7 Reading Informational Text: Craft and Structure

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

(Teacher observation)

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Main Idea

- CC.1.2.7.A 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.

Key Ideas and Details: Text Analysis

- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

Craft and Structure: Point of View

- CC.1.2.7.D 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.

Craft and Structure: Text Structure

- CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts and the major sections of the text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167
Close Reading: "Satellites: Bridging the Gap from Earth to Sky" (Technical Text)—pp. 192–197
Unit 7 Review—pp. 200–202
Performance Task—Online

Unit 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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.7.G 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).

Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

CC.1.2.7.J 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.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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 Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Context Clues—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Meanings—p. 243

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Word Relationships (using word relationships to learn new words)—p. 295

Writing Handbook

Step 3 Revising: Revising Checklist: Word Choice—p. 304

Unit 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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 3 Reading Informational Text: Key Ideas and Details

Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

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 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

SEE ALSO

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

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Theme

- CC.1.3.7.A 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.

Key Ideas and Details: Text Analysis

- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

Key Ideas and Details: Literary Elements

- CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Craft and Structure: Point of View

- CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Craft and Structure: Text Structure

- CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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 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 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 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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.7.G 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).

Integration of Knowledge and Ideas

- CC.1.3.7.H 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.

Vocabulary Acquisition and Use: Strategies

- CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 5 Review—pp. 148–150
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 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

Language: Greek and Latin Affixes—p. 43

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

CC.1.3.7.J 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.

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 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

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 Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Context Clues—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Meanings—p. 243

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Word Relationships (using word relationships to learn new words)—p. 295

Writing Handbook

Step 3 Revising: Revising Checklist: Word Choice—p. 304

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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 Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123

Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 124–131

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

Close Reading: “Toward the Unknown River” Adventure—based on actual events—pp. 140–145

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory

- CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Informative/Explanatory: Focus

- CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

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: 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 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—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—pp. 154–157

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Content

- CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

Informative/Explanatory: Organization

- CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow—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/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:

Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 157

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

Read a Student Model/Use Index Cards/Outline a

Research Report: Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210

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

Read a Student Model/Outline an

Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics/Providing a Concluding Statement—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/Providing a Concluding Statement—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/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic/Providing a Concluding Statement—pp. 206–208, 210

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Informative/Explanatory: Style

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

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

- Use sentences of varying lengths and complexities.

- Develop and maintain a consistent voice.

- Establish and maintain a formal style.

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 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 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

Writing Handbook

Step 3: Revising: Organization and Coherence—p. 304

Writing Handbook

Step 3: Revising: Ideas and Voice—p. 304

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Conventions of Language

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

Unit 10 Text Type and Purposes: Write Opinion Pieces

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

SEE ALSO

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

Unit 10 Review—p. 260

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

Opinion/Argumentative

CC.1.4.7.G Write arguments to support claims.

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

Opinion/Argumentative: Focus

CC.1.4.7.H Introduce and state an opinion on a topic.

Unit 10 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Introducing the Topic/Presenting the Claim—pp. 250, 253

Opinion/Argumentative: Content

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Unit 10 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Addressing Opposing Claims/Organizing Evidence Logically/Supporting Claims with Relevant Evidence from Credible Sources, Logical Reasoning—pp. 250–253

Opinion/Argumentative: Organization

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

Unit 10 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/ Organizing Evidence Logically/ Connecting Evidence with Transition Words, Phrases, and Clauses/Providing a Conclusion that Supports the Essay's Argument—pp. 250–253

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative: Style

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

Opinion/Argumentative: Conventions of Language

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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 Precise Language to Name Exact Things and Ideas—pp. 103, 105

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

Writing Handbook

Step 3: Revising: Organization and Coherence—p. 304

Writing Handbook

Step 3: Revising: Ideas and Voice—p. 304

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

Unit 10 Text Type and Purposes: Write Opinion Pieces

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

SEE ALSO

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

Unit 10 Review—p. 260

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative

CC.1.4.7.M Write narratives to develop real or imagined experiences or events.

Narrative: Focus

CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

Narrative: Content

CC.1.4.7.O Use narrative techniques such as dialogue, description, and spacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Narrative: Organization

CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

Narrative: Style

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.

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

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

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:

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/ Using Sensory Language and Precise Words to Make Experiences More Realistic—pp. 50–53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Creating an Organizational Structure/Using Transition Words and Phrases to Connect Events/Wrapping up the Narrative with a Conclusion That Leaves the Reading with a Final Thought—pp. 50–53

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

- Use sentences of varying lengths and complexities.

- Use precise language.

- Develop and maintain a consistent voice.

Narrative: Conventions of Language

- CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

- CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

Writing Handbook

Step 3: Revising: Organization and Coherence—p. 304

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

Writing Handbook

Step 3: Revising: Ideas and Voice—p. 304

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

Unit 10 Text Type and Purposes: Write Opinion Pieces

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

SEE ALSO

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

Unit 10 Review—p. 260

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

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Production and Distribution of Writing: Writing Process

- CC.1.4.7.T 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.

Technology and Publication

- CC.1.4.7.U 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.

Conducting Research

- CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

- Draft a Nonfictional Narrative**—p. 53
Unit 2 Review: Write the final draft—p. 60

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

- Draft an Informative/Explanatory Essay**—p. 105
Unit 4 Review: Write the final draft—p. 112

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

- Draft an Evidence-Based Essay**—p. 157
Unit 8 Review: Write the final draft—p. 164

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

- Draft a Research Report**—p. 210
Unit 8 Review: Write the final draft—p. 216

Unit 10 Text Types and Purposes: Write Opinion Pieces

- Draft an Opinion Piece**—p. 254
Unit 10 Review: Write the final draft—p. 260

Writing Handbook

- Step 1: Planning (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)—p. 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Credibility, Reliability, and Validity of Sources

CC.1.4.7.W 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.

Range of Writing

CC.1.4.7.X 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

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

Performance Task 1

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

Performance Task 2

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

Writing Handbook

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

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

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—p. 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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Comprehension and Collaboration: Critical Listening

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 261–263

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

Unit 11 Review—pp. 296–298

Performance Task—Online

Writing Handbook

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

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Evaluating Information

- CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Comprehension and Collaboration: Purpose, Audience, and Task

- CC.1.5.7.D 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.

Presentation of Knowledge and Ideas: Context

- CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

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

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

Writing Handbook

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

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

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: 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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Multimedia

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Conventions of Standard English

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Writing Handbook

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

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

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

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

SEE ALSO

Introducing Unit 6/Home Connect—pp. 151–152
Unit 6 Review—pp. 163–164
Writing Handbook: Step 4 Editing: Editing Checklist—p. 306

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

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

Language: Dangling Modifiers—p. 213

SEE ALSO

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