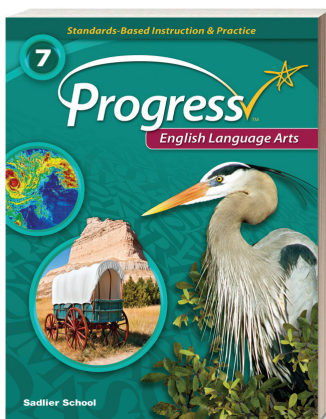


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

South Carolina

College- and Career-Ready

Standards for

English Language Arts

Grade 7

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Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SEVEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 *Students are expected to build upon and continue applying previous learning.*
- 1.2 *Students are expected to build upon and continue applying previous learning.*
- 1.3 *Students are expected to build upon and continue applying previous learning.*
- 1.4 *Students are expected to build upon and continue applying previous learning.*

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 *Students are expected to build upon and continue applying previous learning.*
- 2.2 *Students are expected to build upon and continue applying previous learning.*
- 2.3 *Students are expected to build upon and continue applying previous learning.*
- 2.4 *Students are expected to build upon and continue applying previous learning.*
- 2.5 *Students are expected to build upon and continue applying previous learning.*

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 *Students are expected to build upon and continue applying previous learning.*
- 3.2 *Students are expected to build upon and continue applying previous learning.*
- 3.3 *Students are expected to build upon and continue applying previous learning.*
- 3.4 *Students are expected to build upon and continue applying previous learning.*
- 3.5 *Students are expected to build upon and continue applying previous learning.*
- 3.6 *Students are expected to build upon and continue applying previous learning.*

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 *Students are expected to build upon and continue applying previous learning.*
- 4.2 *Students are expected to build upon and continue applying previous learning.*

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SEVEN

4.3 *Students are expected to build upon and continue applying previous learning.*

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5.2 *Students are expected to build upon and continue applying previous learning.*

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine one or more themes and analyze the development; provide an objective summary.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.

7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 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

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SEVEN

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
- 9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.

Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Use context clues to determine meanings of words and phrases.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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 Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen 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 Literary Language: “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen 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

Writing Handbook

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

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SEVEN

- 10.2 *Students are expected to build upon and continue applying previous learning.*
- 10.3 *Students are expected to build upon and continue applying previous learning.*
- 10.4 *Students are expected to build upon and continue applying previous learning.*
- 10.5 *Students are expected to build upon and continue applying previous learning.*
- 10.6 *Students are expected to build upon and continue applying previous learning.*

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective or purpose shapes content, meaning, and style.

- 11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.

- 11.2 *Students are expected to build upon and continue applying previous learning.*

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.

- 12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.

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 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

Unit 5 Reading Literature: Craft and Structure
Analyzing Dramatic Structure: “The Longest Walk”
(Drama)—pp. 124–131

SEE ALSO

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE SEVEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- | | |
|------|--|
| 13.1 | Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. |
| 13.2 | Read independently for sustained periods of time to build stamina. |
| 13.3 | Read and respond to grade level text to become self-directed, critical readers, and thinkers. |

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SEVEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

- | | |
|-----|---|
| 1.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 1.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- | | |
|-----|---|
| 2.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 2.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- | | |
|-----|---|
| 3.1 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.2 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.3 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.4 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.5 | <i>Students are expected to build upon and continue applying previous learning.</i> |
| 3.6 | <i>Students are expected to build upon and continue applying previous learning.</i> |

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SEVEN

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SEVEN

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5.2 *Students are expected to build upon and continue applying previous learning.*

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

*See content cited above for grade-level prose.

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

Language: Context Clues—p. 199

SEE ALSO

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

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 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

– continued –

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SEVEN

Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.

- 8.2 Determine the impact of text features and structures on an author’s ideas or claim.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 *Students are expected to build upon and continue applying previous learning.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 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 (tone): “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

Unit 7 Reading Informational Text: Craft and Structure

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 165–167

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

Unit 7 Review—pp. 200–202

Performance Task—Online

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SEVEN

- 9.2 *Students are expected to build upon and continue applying previous learning.*
- 9.3 *Students are expected to build upon and continue applying previous learning.*
- 9.4 *Students are expected to build upon and continue applying previous learning.*
- 9.5 *Students are expected to build upon and continue applying previous learning.*

Standard 10: Analyze and provide evidence of how the author’s choice of purpose or perspective shapes content, meaning, and style.

- 10.1 Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Determine the impact of text features and structures on an author’s ideas or claims.
- 11.2 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

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
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Analyzing the Presentation of Ideas: “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

SEE ALSO

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE SEVEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.

- | | |
|------|--|
| 12.1 | Engage in whole and small group reading with purpose and understanding. |
| 12.2 | Read independently for sustained periods of time. |
| 12.3 | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write arguments that:
- a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
 - b. use relevant information from multiple print and multimedia sources;
 - c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;
 - d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
 - e. develop the claim providing credible evidence and data for each;
 - f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
 - h. establish and maintain a formal style and objective tone; and
 - i. provide a concluding statement or section that follows from and supports the argument.

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 essay—pp. 250–253

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

SEE ALSO

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

Unit 10 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Creating an Organizational Structure/Introducing the Topic/Presenting the Claim/Addressing Opposing Claims/Organizing Evidence Logically—pp. 250–253

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

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: Supporting Claims with Relevant Evidence from Credible Sources, Logical Reasoning—pp. 251–253

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that:

- a. introduce a topic clearly, previewing 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

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 99–101

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

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

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

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

SEE ALSO

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

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

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

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

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

SEE ALSO

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

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

Read a Student Model/Outline an Informative/Explanatory

Essay: 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:

Introducing the Topic—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—pp. 206–208, 210

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

- b. use relevant information from multiple print and multimedia sources;

- c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;

- d. use credible sources;

- e. include formatting, graphics, and multimedia to aid comprehension;

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic by Grouping and Exploring Related Ideas—pp. 102–105

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

Read a Student Model/Outline an Evidence-Based Text: Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 157

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

Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210

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

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea—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

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 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 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: 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: Using Headings and Graphics/Multimedia—pp. 154–157

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

-
- f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

-
- g. develop and strengthen writing as needed by planning, revising, editing, rewriting;

-
- h. paraphrase, quote, and summarize to avoid plagiarism;

-
- i. follow a standard format for citation;

-
- j. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;

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

Read a Student Model/Use Index Cards/Outline a Research Report: 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

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

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—pp. 206–210

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

Read a Student Model/Use Index Cards/Outline a Research Report: /Taking Notes/Standard Format for Citations—pp. 206–210

Writing Handbook

Step 1: Planning: Researching Your Topic: How to Cite Sources—p. 302

Step 4: Editing: Editing Tips: Citing Sources—p. 308

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

-
- k. use precise language and domain-specific vocabulary to inform or explain the topic;

-
- l. establish and maintain a style and tone authentic to the purpose; and

-
- m. provide a concluding statement or section that follows and supports the information or explanation presented.
-

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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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;
 - c. organize an event sequence that unfolds naturally and logically;
 - d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;
 - e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
 - f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and

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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:

Creating an Organizational Structure/Engaging the Reader's Attention/Introducing the Narrator and Point of View—pp. 50–51, 53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Using Pacing and Dialogue/Description of Characters and Events—pp. 50–53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Using Transition Words and Phrases to Connect Events—pp. 51, 53

Writing 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

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 (W)

STANDARDS AND INDICATORS, GRADE SEVEN

- h. provide a conclusion that follows from and reflects on narrated experiences or events.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 When writing:
 - a. show knowledge of the function of phrases and clauses in general and their function in specific sentences;
 - b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and
 - c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Wrapping up the Narrative with a Conclusion That Leaves the Reading with a Final Thought—pp. 52–53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

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

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

SEE ALSO

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

Unit 6 Review—pp. 163–164

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

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

Language: Phrase and Clause Placement—p. 106

Language: Misplaced Modifiers—p. 107

SEE ALSO

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

Unit 4 Review—p. 112

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

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

Language: Dangling Modifiers—p. 213

SEE ALSO

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

Unit 8 Review—p. 216

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 *Students are expected to build upon and continue applying previous learning.*

5.2 Use:

a. a comma to separate coordinate adjectives; and

b. a comma after introductory subordinate clauses.

5.3 *Students are expected to build upon and continue applying previous learning.*

5.4 *Students are expected to build upon and continue applying previous learning.*

5.5 *Students are expected to build upon and continue applying previous learning.*

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

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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 4 Text Types and Purposes: Write Informative/Explanatory Texts

Language: Phrase and Clause Placement (use commas)—p. 106

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

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

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

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

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

Read a Student Model/Outline an Informative/Explanatory

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

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

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN

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

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

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

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

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

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

Unit 10 Text Types and Purposes: Write Opinion Pieces

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

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

Writing Handbook

Step 1: Planning—pp. 300–302

Step 2: Drafting—p. 303

Step 3: Revising—pp. 304–305

Step 4: Editing—pp. 306–308

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

Performance Task 1

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

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

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

Performance Task 2

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

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

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

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

6.2 *Students are expected to build upon and continue applying previous learning.*

6.3 *Students are expected to build upon and continue applying previous learning.*

Writing (W)

STANDARDS AND INDICATORS, GRADE SEVEN	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
6.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
6.5 <i>Students are expected to build upon and continue applying previous learning.</i>	

Communication (C)

STANDARDS AND INDICATORS, GRADE SEVEN

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.
- 1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.
- 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.
- 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.
- 1.6 *This indicator does not begin until English 1.*

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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—pp. 58 (*Did I?: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?*), 110, 162, 214, 258

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?: Revise my own views when presented with new evidence or information?*), 110, 162, 214, 258

Writing Handbook

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

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

Communication (C)

STANDARDS AND INDICATORS, GRADE SEVEN

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.
- 2.2 Analyze and evaluate the credibility of information and accuracy of findings.
- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

2.4 *Students are expected to build upon and continue applying previous learning.*

Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.

- 3.1 *Students are expected to build upon and continue applying previous learning.*
- 3.2 Utilize multimedia to clarify information and strengthen claims or evidence.

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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: Citing Credible and Reliable Sources —pp. 206–210

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

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

Writing Handbook

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

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)

Communication (C)

STANDARDS AND INDICATORS, GRADE SEVEN

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.

4.3 Analyze the presentation to determine how the speaker:

- articulates a clear message;
- monitors audience awareness;
- addresses possible misconceptions or objections;
- chooses appropriate media; and
- uses an appropriate style for the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Consider audience when selecting presentation types.

5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.

5.3 *This indicator does not begin until English 1.*

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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

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?* Checklist), 110, 162, 214, 258

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?* Checklist), 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 (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?: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?*), 110, 162, 214, 258

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

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