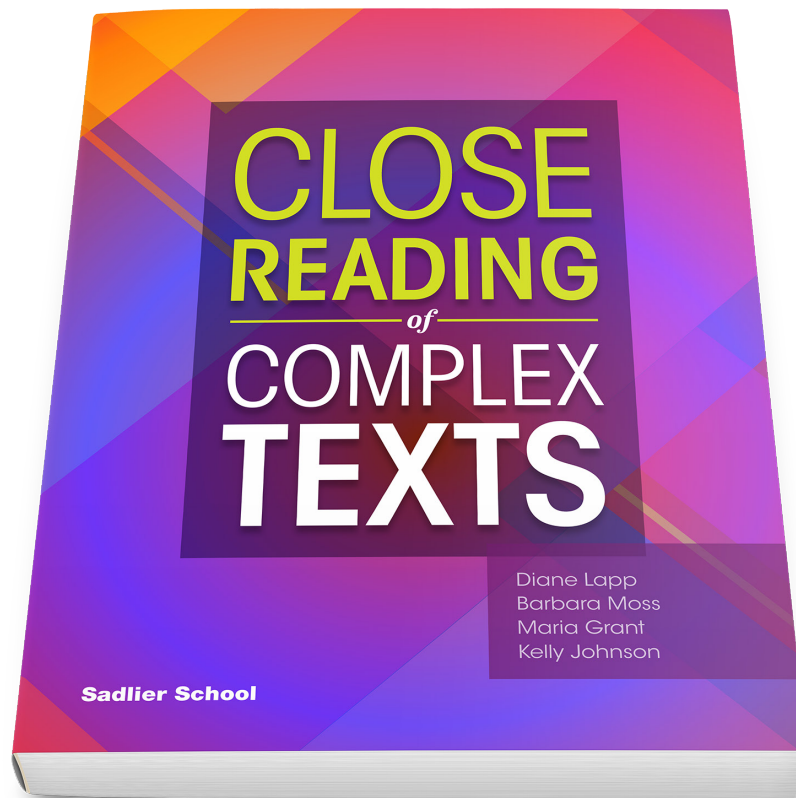


Close Reading of Complex Texts

Correlation to the Common Core State Standards for
English Language Arts

Grade 7



Learn more at www.SadlierSchool.com

READING: LITERATURE

Grade 7 ELA Standards

Close Reading of Complex Texts, Grade 7

Key Ideas and Details

CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Annotating a Text

- 1st Read (mark text/write notes/determine what the text is about), p. 8

Self-Monitoring Strategies

- Ask yourself questions/Draw conclusions/Reread to clarify, p. 10

Annotation Notes: Literature Selections

- 1st Read (key ideas and details/identify textual evidence), pp. 15-17, 51-53, 79-81, 115-117
- 3rd Read (analyze meaning), pp. 15-17, 51-53, 79-81, 115-117

Return to the Text: Literature Selections

- Respond to Reading, pp. 18-19, 54-55
- Comprehension Check, pp. 20, 56, 81, 117

TEACHER'S EDITION

Annotating a Text

- 1st Read (determine what the text is about), TE p. 9
- 3rd Read (look for meaning by making inferences), TE p. 9

1st Read: Literature Selections

- Text-Dependent Questions/Partner Talk (gain general understanding), TE pp. 15, 51, 79, 115

3rd Read: Literature Selections

- Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 17, 53, 81, 117

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Reread to Clarify, TE pp. 22-23
- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 90-91
- Self-Monitoring Strategies: Draw Conclusions, TE pp. 108-109
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 124-125
- Self-Monitoring Strategies: Drawing Conclusions, TE pp. 162-163
- Productive Conversation: Examples, TE pp. 166-167

READING: LITERATURE	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
<p>CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>STUDENT EDITION Annotating a Text</p> <ul style="list-style-type: none"> • 3rd Read (theme/author’s purpose/central message), p. 9 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Draw conclusions (based on details in the text), p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart, p. 11 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 3rd Read (theme of the text), pp. 15-17, 51-53, 79-80, 115-116 <p>TEACHER’S EDITION 3rd Read: Literature Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 17, 53, 80, 116 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Comprehension Check (inferences/central message/theme), pp. 56, 81, 117 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing vs. Summarizing (messages of a text), pp. 24-25 • Intertextual Analysis: Comparing and Contrasting Themes (compare messages), pp. 158-159
<p>CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>STUDENT EDITION Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (visualize characters)/Draw Conclusions, p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart (Characters/Conflict/Setting/Plot), pp. 11 <p>Literature Selections</p> <ul style="list-style-type: none"> • Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15-20 • Novel Excerpt: Little Women, pp. 51-56 • Poem: Listen Grandfather Where I Stand, pp. 79-81 • Poem: Sympathy, pp. 115-117 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 1st Read: Text-Dependent Questions/Partner Talk (key ideas and details/identify textual evidence), pp. 15-17, 51-53, 79-81, 115-117 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart (Characters/Conflict/Setting/Plot), pp. 18, 54 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize characters and actions), pp. 10-11 Annotations: Important or Surprising Information (identify important plot or character developments), pp. 34-35 Classroom Management: Peer Leadership in Small-Group Activities (characters' points of view), pp. 70-71 Annotations: Connections (track characters, plot lines), pp. 98-99 Differentiation (plot, characters, setting), pp. 140-141
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>STUDENT EDITION</p> <p>Annotating a Text</p> <ul style="list-style-type: none"> 2nd Read (identify unfamiliar words), p. 8 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 2nd Read (analyze language and structure), pp. 15-17, 51-53, 79-81, 115-117 <p>TEACHER'S EDITION</p> <p>2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/meaning of words), TE pp. 16, 52, 80, 116 <p>Vocabulary</p> <ul style="list-style-type: none"> Vocabulary instruction, TE pp. 15, 21, 23, 25, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 106, 115, 123, 129, 130, 133, 141, 143, 147, 149, 151, 159, 165, 177, 184, 185, 187 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations: Key Words and Phrases, TE pp. 38-39 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, pp. 148-149, 184-185
<p>CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>STUDENT EDITION</p> <p>Literature Selections</p> <ul style="list-style-type: none"> Poem: Listen Grandfather Where I Stand, pp. 79-81 Poem: Sympathy, pp. 115-117 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 2nd Read (analyze language and structure), pp. 79-81, 115-117 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE

Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
-----------------------	---

	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, pp. 148-149, 184-185
<p>CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>STUDENT EDITION</p> <p>Literature Selections</p> <ul style="list-style-type: none"> • Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15-20 • Novel Excerpt: Little Women, pp. 51-56 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources (point of view), pp. 44-45 • Intertextual Analysis: Comparing and Contrasting Authors' Perspectives, TE pp. 114-115 • Think-Aloud Modeling: Purposeful Partner Talk (different point of view), TE pp. 144-145

Integration of Knowledge and Ideas

<p>CCSS.ELA-LITERACY.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><i>See related content</i></p> <p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (make connections between different genres), pp. 28, 64, 82, 118
--	---

<p>CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>STUDENT EDITION</p> <p>Text Selections (same historical period)</p> <ul style="list-style-type: none"> • Wood Engraving: Women of Maryland Entertaining the Federal Recruits, p. 50 • Novel Excerpt: Little Women, pp. 51-56 • Expository Text: Women Spymasters, pp. 57-60 • Memoir Excerpt: Hospital Sketches, pp. 61-63 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (make connections), pp. 28, 64, 82, 118 <p>TEACHER'S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/ Reflect, TE pp. 64-65 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, pp. 96-97 <p style="text-align: right;"><i>continued</i></p>
---	--

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING: LITERATURE

Grade 7 ELA Standards	<i>Close Reading of Complex Texts, Grade 7</i>
	<ul style="list-style-type: none"> • Intertextual Analysis: Making Thematic Connections, pp. 100–101 • Intertextual Analysis: Comparing and Contrasting Authors' Perspective, TE pp. 152–153

Range of Reading and Level of Text Complexity

<p>CCSS.ELA-LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> • Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–20 • Novel Excerpt: Little Women, pp. 51–56 • Poem: Listen Grandfather Where I Stand, pp. 79–81 • Poem: Sympathy, pp. 115–117 <p>TEACHER'S EDITION Text Complexity</p> <ul style="list-style-type: none"> • For each unit selection: Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity, TE pp. 6–7 • Text Complexity: High-Knowledge Demands, TE pp. 44–45 • Text Complexity: Quantitative vs. Qualitative Features, TE pp. 56–57 • Text Complexity: Reader and Task Factors, TE pp. 70–71 • Text Complexity: How to Manage Challenges, TE pp. 188–189
---	--

READING: INFORMATIONAL TEXT

Grade 7 ELA Standards	<i>Close Reading of Complex Texts, Grade 7</i>
-----------------------	--

Key Ideas and Details

<p>CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>STUDENT EDITION Reading Closely</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details, p. 6 <p>Annotating a Text</p> <ul style="list-style-type: none"> • Mark text, write notes/questions, use annotation symbols, pp. 8–9 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Ask yourself questions/Reread to clarify, pp. 10–11 <p style="text-align: right;"><i>continued</i></p>
--	--

READING: INFORMATIONAL TEXT	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details/3rd Read: Connections and Inference (write notes next to text), pp. 21-23, 25-26, 33-35, 39-41, 43-44, 57-59, 61-62, 69-71, 75-77, 87-89, 93-95, 97-98, 105-107, 111-113, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text), pp. 24, 28, 44, 46, 62, 64, 80, 98, 100, 116, 134, 136, 152, 154, 170, 172, 188, 190 <p>TEACHER'S EDITION</p> <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (key ideas and details/identify textual evidence), TE pp. 21, 25, 39, 43, 57, 61, 75, 93, 97, 111, 129, 133, 147, 151, 165, 169, 183, 187 <p>3rd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (making inferences), pp. 23, 41, 45, 59, 63, 77, 95, 99, 113, 131, 135, 149, 153, 167, 171, 185, 189 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text-Dependent Questions, pp. 62-63 Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 110-111
<p>CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>STUDENT EDITION</p> <p>Annotating a Text</p> <ul style="list-style-type: none"> 3rd Read (theme/author's purpose/central message), p. 9 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Draw conclusions (based on details in the text), p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart, p. 11 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 3rd Read: Make Inferences/Connections, pp. 21-23, 25-26, 33-35, 39-41, 43-44, 57-59, 61-62, 69-71, 75-77, 87-89, 93-95, 97-98, 105-107, 111-113, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT

Grade 7 ELA Standards	<i>Close Reading of Complex Texts, Grade 7</i>
-----------------------	--

	<p>Return to the Text</p> <ul style="list-style-type: none"> Summary Chart, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 64-65 Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 24-25
--	--

<p>CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>STUDENT EDITION</p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> Magazine Article: Life as We Didn’t Know It, pp. 21-24 Expository Text: Learning Ocean Science Through Ocean Exploration, pp. 25-27 Hand Book: Practical Telephone Hand Book, pp. 39-42 Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87-92 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details, pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 57-59, 61-62, 75-77, 87-89, 93-95, 97-98, 105-107, 111-113, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Productive Conversation: Examples, TE pp. 152-153
---	--

Craft and Structure

<p>CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 21-23, 25-26, 33-35, 39-41, 43-44, 57-59, 61-62, 69-71, 75-77, 87-89, 93-95, 97-98, 105-107, 111-113, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>TEACHER’S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 22, 26, 34, 40, 44, 58, 62, 70, 76, 88, 94, 98, 106, 112, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p style="text-align: right;"><i>continued</i></p>
--	---

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING: INFORMATIONAL TEXT	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Academic Language: ELL, TE pp. 22-23 Academic Language: Conversation, TE pp. 42-43 Academic Language: Language Frames, TE pp. 60-61 Academic Language: Language Frames, TE pp. 76-77 Scaffolding: Sentence Frames, TE pp. 124-125 Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students’ ideas using academic language), TE pp. 128-129 Text Complexity: High-Knowledge Demands (domain-specific language), TE p. 160 Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 184-185
<p>CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 21-23, 25-27, 39-41, 43-45, 57-59, 61-63, 75-77, 93-95, 97-99, 111-113, 129-131, 133-135, 147-149, 151-153, 165-167, 169-171, 183-185, 187-189 <p>TEACHER’S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (text structure), TE pp. 22, 27, 40, 44, 58, 62, 76, 94, 98, 112, 130, 134, 148, 152, 166, 170, 184, 188 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 184-185
<p>CCSS.ELA-LITERACY.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>STUDENT EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Autobiography: Up from Slavery (determine author’s point of view), p. 110 <p>TEACHER’S EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Autobiography The School Days of an Indian Girl (determine author’s point of view), TE p. 73 <p>2nd Read: Informational Text Selection</p> <ul style="list-style-type: none"> Travel Narrative: Roughing It (author’s point of view), p. 124 Inspector’s Report: Child Labor in the Canning Industry of Maryland (author’s point of view), p. 147 <p>3rd Read: Informational Text Selection</p> <ul style="list-style-type: none"> Explanatory Text: Symbols of the United States (determine author’s point of view), pp. 147-150 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT

Grade 7 ELA Standards

Close Reading of Complex Texts, Grade 7

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 44–45
- Differentiation: End-of-Unit Writing Assignment (present information from a different point of view), TE pp. 82–83
- Intertextual Analysis: Compare and Contrast Authors' Perspectives (author's point of view), TE pp. 114–115
- Collaboration: Purposeful Partner Talk (understand text from a different point of view), TE pp. 130–131

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

STUDENT EDITION

Reading a Visual Text

- Forecasts for 1907: Development of Wireless Technology, from Punch Magazine, December 26, 1906, p. 12

Visual Texts

- Wood Engraving: Wonders of the Sea, p. 14
- Photograph: A group of female switchboard operators, c 1955, p. 32
- Wood Engraving: Women of Maryland Entertaining the Federal Recruits, p. 50
- Photograph: Navajo Mother and Child Weaving, Albuquerque, New Mexico, p. 68
- Photograph: Mexican Free-Tailed Bats at Bracken Cave, p. 86
- Magazine Illustration: Enfranchised slaves carry in triumph the decree of enfranchisement from President Lincoln, p. 104
- Autobiography: Incidents in the Life of a Slave Girl, p. 111
- Photograph: NYC—Elevated Railway, p. 122
- Photograph: Child Coal Miners, 1908, p. 140
- Illustration: Antique illustration of the study of phrenology, p. 158
- Photograph: Firefighters in action trying to save the house, p. 176

Informational Text Selections

- Illustrations/photographs/diagrams, pp. 21, 23, 25, 39, 40, 57, 58, 59, 62, 75, 76, 77, 88, 93, 94, 97, 106, 111, 112, 124, 129, 130, 131, 134, 147, 148, 149, 159, 165, 166, 167, 169, 183, 184, 185, 188

TEACHER'S EDITION

2nd Read: Informational Text Selection

- Text-Dependent Questions (use a diagram), TE p. 22

continued

READING: INFORMATIONAL TEXT	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<p>Differentiate and Extend</p> <ul style="list-style-type: none"> • Create a Visual Text (use multimedia), TE p. 191 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text, pp. 12 • Self-Monitoring: Visualize, pp. 14-15 • Visual Text: ELL, pp. 32-33 • Visual Text: Visual Learners, pp. 68-69 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 104-105 • Differentiation: Visual Learners, pp. 136-137 • Visual Text: ELL, pp. 140-141 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 154-155 • Text Complexity: High Knowledge Demands, pp. 160-161 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 176-177
<p>CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>STUDENT EDITION</p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> • Hand Book: Practical Telephone Hand Book, pp. 39-42 • Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87-92 • Fact Sheet: What Is Distracted Driving?, pp. 43-45 • Explanatory Text: Fear of Nature Has Lots of Company, pp. 97-99 • Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165-168 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 190-191
<p>CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 96-97 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 158-159

READING: INFORMATIONAL TEXT

Grade 7 ELA Standards

Close Reading of Complex Texts, Grade 7

Range of Reading and Level of Text Complexity

CSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STUDENT EDITION

Literary Nonfiction Selections

- Magazine Article: Life as We Didn't Know It, pp. 21-24
- Expository Text: Women Spymasters, pp. 57-60
- Memoir Excerpt: Hospital Sketches, pp. 61-63
- Essay: Edward Curtis Photography Collection, pp. 75-78
- Brochure: Bats—Heroes of the Night, pp. 93-96
- Autobiography: Up from Slavery, pp. 105-110
- Autobiography: Incidents in the Life of a Slave Girl, pp. 111-114
- Travel Narrative: Roughing It, pp. 123-128
- Travel Journal: The Amateur Emigrant, pp. 129-132
- Guidebook: California for Health, Pleasure, and Residence, pp. 133-135
- Web Article: The Triangle Shirtwaist Factory Fire of 1911, pp. 141-146
- Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165-168
- Memoir Excerpt: The Story of My Life, pp. 169-171
- Essay: Clara Barton and the International Red Cross, pp. 177-182

TEACHER'S EDITION

Text Complexity

- For each unit selection: Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6-7
- Text Complexity: High-Knowledge Demands, TE pp. 44-45
- Text Complexity: Quantitative vs. Qualitative Features, TE pp. 56-57
- Text Complexity: Reader and Task Factors, TE pp. 70-71
- Text Complexity: How to Manage Challenges, TE pp. 188-189

WRITING	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
Text Types and Purposes	
CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Debate an Issue, TE p. 29
CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 82–83
CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (imagined experiences/assumed roles/personal essay), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 191 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 82–83
Production and Distribution of Writing	
CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191
CCSS.ELA-LITERACY.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Monitor/Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192

WRITING	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
Research to Build and Present Knowledge	
<p>CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Research, TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 191
<p>CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>STUDENT EDITION</u> Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: The Life and Times of Frederick Douglass/Oliver Twist (read and annotate with purpose/markings text and questions while you read/making notes/sample annotations), pp. 8-9 <p>Annotation Notes</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details/2nd Read: Language and Text Structure/3rd Read: Connections and Inference (write notes next to text), pp. 20, 21, 22, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart, p. 11 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Questions: Graphic organizer, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Annotations, TE pp. 8-9 Annotations: Self-Monitoring Strategy, TE pp. 18-19 Annotations: Key Words and Phrases, TE pp. 38-39 Annotations: Important or Surprising Information, TE pp. 60-61 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

WRITING	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> • Annotations: Annotation Notes, TE pp. 74–75 • Think-Aloud Modeling: Annotating, TE pp. 94–95 • Annotations: Connections, TE pp. 116–117 • Annotations: Avoiding Over-Annotating, TE pp. 134–135 • Annotations: Key Words and Phrases, TE pp. 146–147 • Annotations: Annotation Notes, TE pp. 160–161 • Annotations: Avoiding Over-Annotating, TE pp. 164–165 • Annotations: Confusions, TE pp. 182–183
CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.W.7.9.A Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> • Novel Excerpt: Twenty Thousand Leagues Under the Sea, pp. 15–20 • Novel Excerpt: Little Women, pp. 51–56 • Poem: Listen Grandfather Where I Stand, pp. 79–81 • Poem: Sympathy, pp. 115–117
CCSS.ELA-LITERACY.W.7.9.B Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	<p>STUDENT EDITION Literary Nonfiction Selections</p> <ul style="list-style-type: none"> • Magazine Article: Life as We Didn’t Know It, pp. 21–24 • Expository Text: Women Spymasters, pp. 57–60 • Memoir Excerpt: Hospital Sketches, pp. 61–63 • Essay: Edward Curtis Photography Collection, pp. 75–78 • Brochure: Bats—Heroes of the Night, pp. 93–96 • Autobiography: Up from Slavery, pp. 105–110 • Autobiography: Incidents in the Life of a Slave Girl, pp. 111–114 • Travel Narrative: Roughing It, pp. 123–128 • Travel Journal: The Amateur Emigrant, pp. 129–132 • Guidebook: California for Health, Pleasure, and Residence, pp. 133–135 • Web Article: The Triangle Shirtwaist Factory Fire of 1911, pp. 141–146 • Expository Text: Exploring the Unknown Frontier of the Brain, pp. 165–168 • Memoir Excerpt: The Story of My Life, pp. 169–171 • Essay: Clara Barton and the International Red Cross, pp. 177–182

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

WRITING

Grade 7 ELA Standards

Close Reading of Complex Texts, Grade 7

Range of Writing

CCSS.ELA-LITERACY.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STUDENT EDITION

Annotation Notes

- 1st Read: Key Ideas and Details/2nd Read: Language and Text Structure/3rd Read: Connections and Inference (write notes next to text), pp. 20, 21, 22, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188

Return to the Text

- Respond to Reading (complete Summary Chart and answer questions after each Text 1), pp. 18-19, 36-37, 54-55, 72-73, 90-91, 108-109, 126-127, 144-145, 162-163, 180-181
- Comprehension Check (answer questions after each reading selection), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189

Analyze and Synthesize Across Texts

- Return to the Focus Question: Connect Texts/ Reflect (record details in graphic organizer/answer questions), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190

Write

- Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191

TEACHER'S EDITION

Differentiate and Extend

- Write Beyond, TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Differentiation: End-of-Unit Writing Assignment, pp. 136-137

SPEAKING & LISTENING

Grade 7 ELA Standards

Close Reading of Complex Texts, Grade 7

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

TEACHER’S EDITION

Partner Talk

- TE pp. 15, 16, 17, 21, 22, 23, 25, 26, 33, 34, 35, 39, 40, 41, 43, 44, 44, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188

Return to the Text: Respond to Reading

- Collaborate (review and discuss partners’ summaries), TE pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180

TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT

- Think-Aloud Modeling: Purposeful Partner Talk, pp. 16-17
- Productive Conversation: Providing Appropriate Wait Time, pp. 34-35
- Collaboration: Whole Class, pp. 36-37
- Productive Conversation: Clear Up Confusions, pp. 52-53
- Productive Conversation: Adding On, pp. 72-73
- Productive Conversation: Providing Appropriate Wait Time, pp. 80-81
- Collaboration: Small Group, pp. 86-87
- Productive Conversation: Clear Up Confusions, pp. 92-93
- Productive Conversation: Revoicing and Restating, pp. 96-97
- Productive Conversation: Revoicing Students’ Responses, pp. 122-123
- Collaboration: Partner Talk, pp. 126-127
- Collaboration: Small Groups, pp. 144-145
- Collaboration: Whole-Class Collaboration, pp. 154-155
- Productive Conversation: Examples, pp. 166-167
- Productive Conversation: Reasoning, pp. 168-169
- Productive Conversation: Extending, pp. 178-179
- Productive Conversation: Clear Up Confusions, pp. 184-185

CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

STUDENT EDITION

Visual Text Selections (visual text analysis)

- Wood Engraving: Wonders of the Sea, p. 14
- Photograph: A group of female switchboard operators, c 1955, p. 32
- Wood Engraving: Women of Maryland Entertaining the Federal Recruits, p. 50
- Photograph: Navajo Mother and Child Weaving, Albuquerque, New Mexico, p. 76

continued

SPEAKING & LISTENING	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<ul style="list-style-type: none"> Illustration: Mexican Free-Tailed Bats at Bracken Cave, p. 86 Photograph: Enfranchised slaves carry in triumph the decree of enfranchisement from President Lincoln , p. 104 Photograph: Incidents in the Life of a Slave Girl , pp. 111-113 Photograph: NYC—Elevated Railway , p. 122 Photograph: Child Coal Miners, 1908 , p. 140 Photograph: Antique illustration of the study of phrenology , p. 158 Photograph: Firefighters in action trying to save the house , p. 176
<p>CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><u>STUDENT EDITION</u> Text Selections</p> <ul style="list-style-type: none"> Hand Book: Practical Telephone Hand Book (analyze author’s argument), pp. 39-42 Argumentative Essay: The Night Life: Why We Need Bats All the Time, pp. 87-92 Brochure: Bats—Heroes of the Night (analyze author’s argument), pp. 93-96 Congressional Record: Recognizing the Pea Island Life-Saving Station (analyze author’s argument), pp. 187-189 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Productive Conversation: Examples, TE pp. 152-153 Productive Conversation: Reasoning, TE pp. 180-181
Presentation of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>TEACHER’S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (write a presentation to educate visitors), TE p. 101 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Collaboration: Whole-Class Collaboration (create an assembly presentation), pp. 164-165
<p>CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><u>TEACHER’S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Create a Visual Text, TE pp. 47, 65, 119, 137, 155, 173, 191 <p style="text-align: right;"><i>continued</i></p>

SPEAKING & LISTENING	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
	<p><i>See also related content</i></p> <p>STUDENT EDITION</p> <p>Visual Text Selections</p> <ul style="list-style-type: none"> • Wood Engraving: Wonders of the Sea, p. 14 • Photograph: A group of female switchboard operators, c 1955, p. 32 • Wood Engraving: Women of Maryland Entertaining the Federal Recruits, p. 50 • Photograph: Navajo Mother and Child Weaving, Albuquerque, New Mexico, p. 68 • Photograph: Mexican Free-Tailed Bats at Bracken Cave, p. 86 • Magazine Illustration: Enfranchised slaves carry in triumph the decree of enfranchisement from President Lincoln, p. 104 • Autobiography: Incidents in the Life of a Slave Girl, p. 111 • Photograph: NYC—Elevated Railway, p. 122 • Photograph: Child Coal Miners, 1908, p. 140 • Illustration: Antique illustration of the study of phrenology, p. 158 • Photograph: Firefighters in action trying to save the house, p. 176 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text, pp. 12–13 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 14–15 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 32–33 • Visual Supports: Visual Learners, pp. 42–43 • Intertextual Analysis: Incorporating Information from a Visual Text, pp. 50–51 • Visual Text: ELL, pp. 68–69 • Visual Text: ELL, pp. 176–177
<p>CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Academic Language: Conversation (formal and informal language), pp. 78–79, 142–143 <p><i>See also related content</i></p> <p>STUDENT EDITION</p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> • Congressional Record (speech): Recognizing the Pea Island Life-Saving Station, pp. 187–189

LANGUAGE	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
Vocabulary Acquisition and Use	
CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
CCSS.ELA-LITERACY.L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>TEACHER’S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Multiple-Meaning Words (contextual meaning of familiar words and phrases), TE pp. 15, 25, 57, 69, 97, 123, 147, 151 • Definition from Context, TE p. 43 • Words in Context, TE pp. 75, 133 • Denotation (context), TE p. 165
CCSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	<p>TEACHER’S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Prefixes and Suffixes, TE p. 39 • Word Parts, TE pp. 87, 105 • Denotation (word parts), TE p. 159 • Denotation (roots and context), TE p. 165 • Compound Words, TE p. 187
CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-LITERACY.L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<p>TEACHER’S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Figurative Language, TE pp. 21, 61, 115, 143 • Idioms, TE p. 141 • Archaic Language, TE p. 177
CCSS.ELA-LITERACY.L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p>TEACHER’S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Shades of Meaning, TE p. 79

LANGUAGE	
Grade 7 ELA Standards	Close Reading of Complex Texts, Grade 7
<p>CCSS.ELA-LITERACY.L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Denotation and Connotation, TE pp. 51, 106 • Shades of Meaning, TE p. 79 • Common Confused Words, TE p. 130 • Denotation, TE pp. 159, 165
<p>CCSS.ELA-LITERACY.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>STUDENT EDITION Annotation Notes</p> <ul style="list-style-type: none"> • 2nd Read (analyze use of language/identify and define academic terms/gather vocabulary knowledge), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>TEACHER'S EDITION 2nd Read: Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/gather vocabulary knowledge), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>Vocabulary</p> <ul style="list-style-type: none"> • Academic Language, TE p. 23 • Multiple-Meaning Words (academic or domain-specific contexts), TE p. 25 • Domain-Specific Terms/Vocabulary, TE pp. 93, 129, 184, 185 • Content Vocabulary, TE p. 149 • Other vocabulary instruction, TE pp. 15, 21, 39, 43, 51, 57, 61, 69, 75, 79, 87, 97, 105, 106, 115, 123, 130, 133, 141, 143, 147, 149, 151, 159, 165, 177, 187 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts (sentence frames/use academic language), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Academic Language: ELL, pp. 22-23 • Academic Language: Conversation, pp. 42-43 • Academic Language: Language Frames, pp. 60-61 • Text Complexity: Reader and Task Factors, pp. 72-73 • Academic Language: Language Frames, pp. 76-77 • Scaffolding: Sentence Frames, pp. 124-125 • Academic Language: Conversation, pp. 128-129

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).