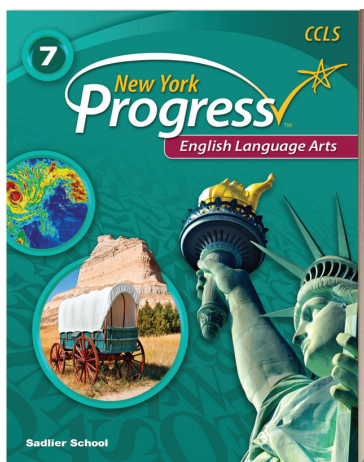


SADLIER

New York Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

New York State

Learning Standards for

English Language Arts

(May 2017 Draft)

Grade 7

Contents

7 th Grade Reading Standards (Literary and Informational Text)	2
7 th Grade Writing Standards	6
7 th Grade Speaking & Listening Standards	13
7 th Grade Language Standards	16



Grade 7

7th Grade Reading Standards (Literary and Informational Text)

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details

7R1

Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

7R2

Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)

7R3

In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

SADLIER NEW YORK 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 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 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 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 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

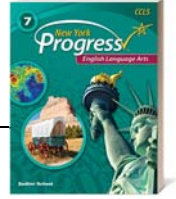
Unit 3 Reading Informational Text: Key Ideas and Details

Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87

SEE ALSO

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

Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93



Grade 7

7th Grade Reading Standards (Literary and Informational Text)

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Craft and Structure

7R4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

Unit 3 Review—pp. 96–98
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

Analyzing Literary Language: “A Valentine” by Edgar Allan Poe (Poetry)/ “Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 116–123

SEE ALSO

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

Unit 7 Reading Informational Text: Craft and Structure

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

SEE ALSO

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

7R5

In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL)

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

In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)

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

7R6

In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)

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



Grade 7

7th Grade Reading Standards (Literary and Informational Text)

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)

Integration of Knowledge and Ideas

7R7

Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)

7R8

Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

7R9

Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

SADLIER NEW YORK 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 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 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Unit 11 Review—pp. 296–298

Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Unit 11 Review—pp. 296–298

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

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

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

Analyzing Literary Elements: "Into the Unknown" (Multi-Act Play)—pp. 28–35



Grade 7

7th Grade Reading Standards (Literary and Informational Text)

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41

Unit 1 Review: “The Drummer’s Courage”/ “The Story of Hua Mulan”—pp. 44–46

Unit 3 Reading Informational Text: Key Ideas and Details

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

Unit 3 Review: “Going Up: Space Elevator”/ “Going Nowhere: Space Elevator”—pp. 96–98

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

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

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

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

Unit 5 Review: “Rehearsing with a Friend”/ “An Entry from Gwen’s Diary”—pp. 148–150

Unit 7 Reading Informational Text: Craft and Structure

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

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

Unit 7 Review: “The Hurricane Hunters”/ “The Science of ‘Space Weather’”—pp. 200–202

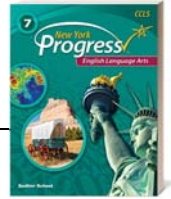
Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/ “Exciting *Mohicans* Diverges from the Novel” (Movie Review)—pp. 220–227

Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235

Close Reading: “A Plains Family Moves West” (Historical Fiction)/ “Great Plains” (Movie Review)/ “Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241

Unit 9 Review: “Great Plains” (continued)/ “Joe’s Letter to His Grandmother”—pp. 244–246



Grade 7

7th Grade Reading Standards (Literary and Informational Text)

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

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

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Text Types and Purposes

7W1

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

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

7W1a

Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.

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

7W1b

Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

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

7W1c

Use precise language and content-specific vocabulary to argue a claim.

Unit 10 Text Type and Purposes: Write Opinion Pieces

Language: Expressing Ideas Precisely and Concisely—pp. 256–257

7W1d

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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



Grade 7

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

7W1e
Provide a concluding statement or section that explains the significance of the argument presented.

7W1f
Maintain a style and tone appropriate to the writing task.

7W2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7W2a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 10 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Providing a Conclusion that Supports the Essay's Argument—pp. 252–253

Unit 10 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece: Using Academic Language and a Formal Tone (avoid slang, contractions, and personal statements; use complete sentences)—p. 250

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: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts
Read a Student Model/Outline an Evidence-Based Text: Creating an Organizational Structure/Introducing the Topic/Providing Relevant Historical Background/Using Headings and Graphics/Multimedia—pp. 154–157



Grade 7

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

7W2b

Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

7W2c

Use precise language and domain-specific vocabulary to explain a topic.

7W2d

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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

Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic—pp. 206–208, 210

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

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

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

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

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

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

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 Transitions to Link Ideas so Readers Can Easily Follow the Logic/Showing Cause and Effect—pp. 103, 105

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

Read a Student Model/Outline an Evidence-Based Text: Connecting Ideas with Transitional Words and Phrases—pp. 156–157

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

Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—p. 206,



Grade 7

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

7W2e
Provide a concluding statement or section that explains the significance of the information presented.

7W2f
Establish and maintain a style appropriate to the writing task.

7W3
Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.

7W3a
Engage the reader by establishing a point of view and introducing a narrator and/or characters.

7W3b
Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.

7W3c
Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER NEW YORK 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: 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

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 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 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



Grade 7

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

7W3d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

7W3e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

7W4
Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

7W5
Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Using Sensory Language and Precise Words to Make Experiences More Realistic—pp. 50–51, 53

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Wrapping up the Narrative with a Conclusion That Leaves the Reading with a Final Thought—pp. 52–53

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

Performance Task 1

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

Part 2: Narrative Writing (read the selection then rewrite the story)—pp. 311, 315–317

Performance Task 2

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

Part 2: Narrative Writing (read the selection then tell the story from a different point of view)—pp. 321, 325–327

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

Analyzing Literary Elements: “Into the Unknown” (Multi-Act Play)—pp. 28–35

Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41

Connect Across Texts: Analyzing Literary Elements—p. 42

Unit 1 Review: “The Drummer’s Courage”/“The Story of Hua Mulan”—pp. 44–46

Unit 3 Reading Informational Text: Key Ideas and Details

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

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



Grade 7

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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 5 Reading Literature: Craft and Structure

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

Analyzing Literary Language: “A Valentine” by Edgar Allan Poe (Poetry)/ “Annabel Lee” by Edgar Allan Poe (Poetry)—pp. 116–123

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

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

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

Connect Across Texts Compare and Contrast Texts—p. 146

Unit 5 Review: “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

Unit 7 Reading Informational Text: Craft and Structure

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

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 9 Reading Literature: Integration of Knowledge and Ideas

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

Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/“Exciting *Mohicans* Diverges from the Novel” (Movie Review)—pp. 220–227

Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235

Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241

Connect Across Texts: Support a Claim—p. 242



Grade 7

7th Grade Writing Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 9 Review: “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

Research to Build and Present Knowledge

7W6

Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

7W7

Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

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

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

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

Writing Handbook

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

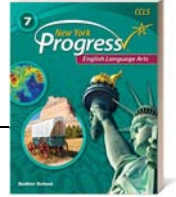
Unit 8 Research to Build and Present Knowledge: Write Research Reports

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

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

Writing Handbook

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



Grade 7

7th Grade Speaking & Listening Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS	SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7
<p>Comprehension and Collaboration</p>	
<p>7SL1 Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	
<p>7SL1a Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>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</p> <p>Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (<i>Did I?:</i> Come to the discussion prepared?), 110, 162, 214, 258</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips/Listening Tips—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>7SL1b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Speaking and Listening: Discuss/Return to the Essential Question (follow discussion rules)—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Speaking Tips/Listening Tips—p. 310</p>
<p>7SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>Speaking and Listening: Discuss/Return to the Essential Question (small group/class discussion): Questions I Asked/Questions I Answered—pp. 110, 162, 214, 258</p> <p>Connect Across Texts: Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>
<p>7SL1d Acknowledge new information expressed by others and, when warranted, modify personal views.</p>	<p>Connect Across Texts (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294</p> <p>Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (<i>Did I?:</i> Revise my own views when presented with new evidence or information?), 110, 162, 214, 258</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 310</p> <p><i>See also Home Connect</i> (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262</p>



Grade 7

7th Grade Speaking & Listening Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

7SL2

Analyze the main ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.

7SL3

Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

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

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Central Idea: "Barbara Morgan, Teacher and Astronaut" (Interview)—pp. 72–79

SEE ALSO

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

Writing Handbook

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

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

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

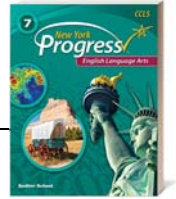
SEE ALSO

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

Writing Handbook

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

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



Grade 7

7th Grade Speaking & Listening Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

Presentation of Knowledge and Ideas

7SL4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.

7SL5

Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.

7SL6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Writing Handbook

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

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

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

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

Writing Handbook

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

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

Writing Handbook

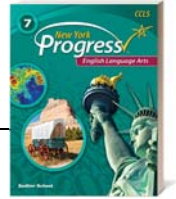
Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310

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

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that suits your audience and occasion)—p. 310



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills by the end of Grade 8. The → is included to indicate skills that connect and progress across the band.

Conventions of Standard English

7L1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Core Convention Skills Grades 6→8

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Grade 6

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Case of Pronouns—pp. 54–56

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Unit 2 Review—pp. 59–60

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

Grade 6

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

Language: Pronoun Number and Person—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

Grade 6

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

Language: Vague Pronouns—pp. 160–161

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

Grade 7

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

Grade 7

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

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



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

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

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

- Explain the function of verbals (gerunds, participles, infinitives).

- Form and use verbs in the active and passive voice.

- Recognize and correct inappropriate verb shifts.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

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

Grade 7

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

Grade 7

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

Grade 7

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

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

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

Grade 8

Unit 2 Text Types and Purposes: Write Fictional Narratives

Language: Verbals—pp. 54–55

SEE ALSO
Introducing Unit 2/Home Connect—pp. 47–48
Unit 2 Review—p. 60

Grade 8

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

Language: Active Voice and Passive Voice—p. 158–159

SEE ALSO
Introducing Unit 6/Home Connect—pp. 151–152
Unit 6 Review—p. 164
Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

Grade 8

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

Language: Shifts in Verb Voice—p. 106
Language: Shifts in Verb Mood—p. 107

SEE ALSO
Introducing Unit 4/Home Connect—pp. 99–100
Unit 4 Review—p. 112



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

Grade 8

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

Language: Verb Voice and Mood—p. 212

SEE ALSO

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

Unit 8 Review—p. 216

Writing Handbook: Step 3 Revising: Revising Checklist—p. 304; Step 4 Editing: Editing Checklist—p. 306

7L2

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

Core Punctuation and Spelling Skills Grades 6→8

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

Grade 6

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Punctuation of Nonrestrictive/Paraphetical Elements—pp. 212–213

SEE ALSO

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

Unit 8 Review—pp. 215–216

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

Grade 6

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Restrictive and Nonrestrictive Elements—pp. 255–256

SEE ALSO

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

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

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Grade 8

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

- Use an ellipsis to indicate an omission.

Grade 8

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

Language: Punctuation for Pauses or Breaks—p. 109

SEE ALSO

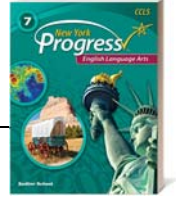
Introducing Unit 4/Home Connect—pp. 99–100

Unit 4 Review—p. 112

Grade 8

Unit 10 Text Type and Purposes: Write Argumentative Essays

Language: Punctuation for Pauses or Breaks—p. 256



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Knowledge of Language

7L3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

7L3a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

SEE ALSO
Introducing Unit 10/Home Connect—pp. 247–248
Unit 10 Review—p. 260

Grade 7
Unit 10 Text Type and Purposes: Write Opinion Pieces
Language: Expressing Ideas Precisely and Concisely—pp. 256–257

SEE ALSO
Introducing Unit 10/Home Connect—pp. 247–248
Unit 10 Review—p. 260

Vocabulary Acquisition and Use

7L4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies..

7L4a
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.

7L4b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

7L4c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Grade 7
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

Grade 7
Unit 1 Reading Literature: Key Ideas and Details
Language: Greek and Latin Affixes—p. 43

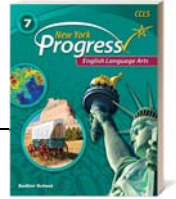
SEE ALSO
Introducing Unit 1/Home Connect—pp. 9–10
Unit 1 Review—pp. 44–46

Grade 7
Unit 3 Reading Informational Text: Key Ideas and Details
Language: Greek and Latin Roots—p. 95

SEE ALSO
Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Unit 3 Review—pp. 96–98

Grade 7
Unit 3 Reading Informational Text: Key Ideas and Details
Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

Grade 7
Unit 5 Reading Literature: Craft and Structure
Language: Figurative Language (use a print or online dictionary)—p. 147



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

7L4d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7
Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Meanings (use a dictionary)—p. 243

Grade 7
Writing Handbook
Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306

Grade 7
Glossary—pp. 331–335

Grade 7
Unit 3 Reading Informational Text: Key Ideas and Details
Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

Grade 7
Unit 5 Reading Literature: Craft and Structure
Language: Figurative Language (use a print or online dictionary)—p. 147

Grade 7
Unit 7 Reading Informational Text: Craft and Structure
Language: Context Clues—p. 199

Grade 7
Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Meanings (use a dictionary)—p. 243

Grade 7
Writing Handbook
Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306

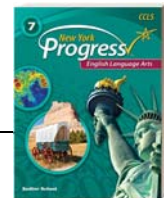
Grade 7
Glossary—pp. 331–335

7L5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

7L5a
Interpret figurative language, including allusions, in context.

Grade 7
Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts
Language: Figurative Language: Metaphor and Simile—p. 108
Language: Figurative Language: Hyperbole and Personification—p. 109

SEE ALSO
Introducing Unit 4/Home Connect—pp. 99–100
Unit 4 Review—p. 112



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

7L5b

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

7L5c

Distinguish among the connotations of words with similar denotations (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

7L6

Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Grade 7

Unit 5 Reading Literature: Craft and Structure

Language: Figurative Language (allusions)—p. 147

SEE ALSO

Introducing Unit 5/Home Connect—pp. 113–114

Unit 5 Review—pp. 148–150

Grade 7

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Word Relationships (using synonyms, antonyms, and analogies to learn new words)—pp. 56–57

SEE ALSO

Introducing Unit 2/Home Connect—pp. 47–48

Grade 7

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Word Relationships—p. 295

SEE ALSO

Introducing Unit 11/Home Connect—pp. 261–262

Unit 11 Review—pp. 296–297

Grade 7

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Meanings—p. 243

SEE ALSO

Introducing Unit 9/Home Connect—pp. 217–218

Unit 9 Review—pp. 244–246

Grade 7

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Grade 7

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Word Relationships (using word relationships to learn new words)—pp. 56–57

Grade 7

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

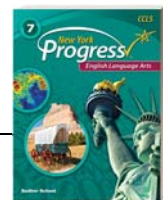
Language: Figurative Language: Metaphor and Simile—p. 108

Language: Figurative Language: Hyperbole and Personification—p. 109

Grade 7

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



Grade 7

7th Grade Language Standards

GRADE 7 NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Grade 7

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Context Clues—p. 199

Grade 7

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Word Meanings—p. 243

Grade 7

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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