

Houghton Mifflin Harcourt
***Escalate English* ©2017**
Grade 7

correlated to the

Common Core State Standards
English Language Arts
Grade 7

| Standard | Descriptor | Citations |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Standards for Literature | | |
| | Key Ideas and Details | |
| 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. | SE: Reading Toolbox: Determining the Theme (infer), 112; Monitoring Meaning (reread, ask yourself questions, visualize), 156; Upload (narrative), 19, 32–33, 42–43, 67, 85, 94–95, 113, 133, 142–143, 160–161, 192–193, 209, 240–241, 271, 277, 285, 295 TE: Inference (fiction), 264, 331, 397, 410, 468, 470, 560, 706, 847, 848, 850; Explore the Topic (narrative, examples), 12–14, 17–18, 21, 43–49, 54–55, 58–59, 88–89, 92–95, 100, 103–104, 107–109, 112–118, 121, 154–156, 159–160, 163, 184–188, 191, 196–197, 200–201, 225–228, 231–238, 241, 246–247, 250–251, 254–255, 258–266, 269–271, 450–452, 455–456, 459, 464–465, 468–471, 474, 496–497, 500, 544, 545–546, 549–555, 560 |
| 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. | SE: Reading Toolbox: Determining the Theme (infer), 112, 133 TE: Theme, 58, 89, 186, 265, 330, 331, 381, 397, 422, 423, 465, 566, 790; Connect Image and Theme, 4, 146, 296, 442, 586, 732; Connect Word and Theme, 5, 147, 297, 443, 587, 733 |

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| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | <p>SE: Analyzing the Text: Elements of a story (exposition, rising action, climax, falling action, resolution), 95; Reading Toolbox: Style Elements: Mood, Tone, and Point of View, 128; Determining the Theme (title, words and actions, setting, descriptive words and phrases), 133</p> <p>TE: Characters, 43, 49, 58, 70, 77, 79, 88, 107, 112, 113, 114, 115, 116, 117, 121, 144o, 155, 186, 187, 231, 246, 247, 250, 258, 259, 260, 262, 271, 294o, 363, 364, 397, 400, 402, 406, 407, 409, 411, 417, 440g, 440o, 544, 553, 584o, 617, 688, 698, 730o, 762, 789, 802, 803, 822, 840, 848, 849; Plot, 58, 118, 186, 263, 271, 402, 405, 409, 468, 523, 688, 689, 690, 693, 694, 695, 696, 697, 698, 699; Point of View, 127, 212, 265, 382, 396, 548g, 617; Setting, 104, 115, 250; Theme, 58, 89, 186, 265, 330, 331, 381, 397, 422, 423, 465, 566, 790; Conflict, 104, 255, 261, 469</p> |
| Craft and Structure | | |
| 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>SE: Metaphor, 17, 110, 131, 273; Figurative Language, 103; Vocabulary Strategy, 27, 43, 67, 75, 127, 161, 183, 193, 225, 231, 241, 295</p> <p>TE: Metaphor, 5, 105, 294f, 301, 320, 322, 323, 332, 387, 388, 471, 822; Build Vocabulary (narrative, examples), 15, 19, 22, 50, 56, 60, 90, 96, 101, 105, 110, 119, 122, 157, 161, 164, 189, 192, 198, 202, 229, 239, 242, 248, 252, 256, 267, 272, 453, 457, 460, 466, 472, 475, 498, 501, 545, 547, 556, 561</p> |
| RL.7.5 | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | <p>SE: Reading Toolbox: Analyze Poetic Form, 28; Reading Drama, 85; Understanding Poetic Style, 108</p> <p>TE: Poetic Form, 88, 89, 94, 95, 100, 318, 321, 322, 326, 331; Why this text? (drama), 225; First Read (drama), 226; Reading Drama, 246</p> |

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| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | SE: Point of View (as an element of narrative poetry), 33; Decide the Basics (point of view in a story), 45; Reading Toolbox: Style Elements: Mood, Tone, and Point of View, 128 TE: Point of View, 127, 212, 265, 382, 396, 548g, 617 |
| Integration of Knowledge and Ideas | | |
| 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). | SE: Speak Out!: Plan how you would stage this play (use technical language), 85; Read your haiku to the class (expressive reading), 113; also see: Podcast: Lessons from the Perry Como Sundae Bar, 68–69; The Bad Haircut, 210–211 TE: Speak Out!: Plan how you would stage this play (use technical language), 246; Read your haiku to the class (expressive reading), 331; also see: Podcast: Lessons from the Perry Como Sundae Bar, 196–197, 200, 202, 293e; The Bad Haircut, 621–622, 623, 625, 729d |
| RL.7.8 | (Not applicable to literature) | |
| 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. | SE: Novel Excerpt: from <i>La Causa</i> , 262–263; Chapter 1: Cheated!, 264–271; Chapter 2: You Work and You Have Nothing, 272–277; Chapter 3: Viva La Causa, 278–285 TE: Novel Excerpt: from <i>La Causa</i> , 778–789; Chapter 1: Cheated!, 780–793, 796–797; Chapter 2: You Work and You Have Nothing, 800–811, 805, 810, 814, 815; Chapter 3: Viva La Causa, 818–824, 827, 830, 831 |

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| | Range of Reading and Level of Text Complexity | |
| 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>SE: Myth, 14–19 Novel Excerpt, 28–33, 64–67, 128–133, 156–161, 206–209, 262–263, 264–271, 272–277, 278–285; Classic Fiction, 34–43, 86–95, 134–143, 232–241, 286–295; Play, 76–85; Poetry, 108–113; Biographical Narrative, 184–193; Historical Narrative, 254–259</p> <p>TE: Explore the Topic (narrative, examples), 12–14, 17–18, 21, 43–49, 54–55, 58–59, 88–89, 92–95, 100, 103–104, 107–109, 112–118, 121, 154–156, 159–160, 163, 184–188, 191, 196–197, 200–201, 225–228, 231–238, 241, 246–247, 250–251, 254–255, 258–266, 269–271, 450–452, 455–456, 459, 464–465, 468–471, 474, 496–497, 500, 544, 545–546, 549–555, 560</p> |

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| Reading Standards for Informational Text | | |
| Key Ideas and Details | | |
| 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>SE: Upload (informative), 8–9, 13, 21, 27, 54–55, 62–63, 74–75, 106–107, 121, 126–127, 154–155, 168–169, 176–177, 182–183, 204–205, 217, 224–225, 230–231, 252–253; Draw Conclusions, 13</p> <p>TE: Explore the Topic (informative, examples), 26–27, 30–32, 35–36, 39–40, 62–63, 66–67, 70–71, 76–80, 82, 168–169, 172–177, 180–1881, 204, 207–209, 212–213, 218–219, 222–223, 477–483, 486–487, 492–493, 503–504, 505, 506–507, 512–513, 516–517, 522–523, 526–527, 530–533, 538–539, 542–543; Inference (nonfiction), 305, 741, 805, 820</p> |
| 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>SE: Reading Toolbox: Determine Main Idea and Details, 70, 74; Reading Toolbox: Recognizing Source Information, 176</p> <p>TE: Summarize, 219, 371, 391, 440m, 500, 512, 513, 730i1; Determine Central Idea, 31, 32, 144k, 173, 208, 209, 212, 651; Determine Main Idea, 222, 345, 364, 487, 505, 516, 671</p> |
| 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>SE: Reading for Organization: Chronological Order, 254; Setting a Purpose, 212, 254, 278</p> <p>TE: Sequence of Events, 533, 761, 821; Compare and Contrast, 805; Close Read, 531, 432, 636, 804, 818; Download, 630, 754; Comprehension, 635; Critical Thinking, 637; Use Visual Clues, 760; Upload, 810; Main Idea and Details, 822</p> |
| Craft and Structure | | |
| 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>SE: Vocabulary Strategy, 27, 75, 183, 225, 231</p> <p>TE: Build Vocabulary (informative, examples), 28, 33, 37, 41, 64, 72, 81, 83, 170, 178, 182, 205, 210, 214, 484, 488, 494, 505, 508, 514, 518, 524, 528, 540, 544</p> |

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| 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>SE: Reading Toolbox: Analyze Structure: Text Features, 56; Analyze Essay Structure, 62; Recognizing Cause and Effect, 116; Identifying Facts versus Opinions, 212; Reading an Argument, 218; Reading for Organization: Chronological Order, 254; Cause and Effect, 21</p> <p>TE: Reading Toolbox: Analyze Structure: Text Features, 168; Explore the Topic, 754; Sequence of Events, 533, 761, 821; Compare and Contrast, 805; Explore the Topic (Analyze Argument), 646, 647, 648, 652, 653, 654, 655, 660, 661, 678; Compare and Contrast, 144k, 188, 197, 200, 396, 595, 805, 810, 811, 879c; Fact and Opinion, 638, 641; Reading for Organization: Chronological Order, 254; Recognizing Cause and Effect, 344;</p> |
| 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>SE: Reading Toolbox: Analyzing Point of View, 209; Reading an Argument, 218; Identifying Purpose and Audience, 226; Evaluating a Claim (in a text), 230; also see: Reading Toolbox: Identifying Facts versus Opinions, 212</p> <p>TE: Author’s Purpose, 26, 35, 36, 363, 410, 669, 678, 850; Identify Purpose and Audience, 668; Analyze Genre, 645; Explore the Topic (Analyze Argument), 646, 647, 648, 652, 653, 654, 655, 660, 661, 678</p> |
| Integration of Knowledge and Ideas | | |
| 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). | <p>SE: Language Cam Video, 9, 55, 107, 155, 205, 253</p> <p>TE: Compare and Contrast (video and text), 21, 163, 313, 459, 603, 749</p> |

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| 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>SE: Reading Toolbox: Reading an Argument, 218; Speaking Toolbox: Evaluate an Argument, 224; Writing Activity: Argument Response, 224; Analyzing the Text, 225; Evaluating a Claim (in a text), 230</p> <p>TE: Analyze Genre, 645; Explore the Topic, 646–648, 660–661; Identify Supports of an Argument, 653; Identify Counterarguments, 654, 655; How English Works: Evaluate Arguments, 495, 499, 506, 515, 519, 525, 529</p> |
| 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>SE: Setting a Purpose, 272; Theme of Consumerism: <i>Want vs. Need</i>, 218–225; <i>Dubai: Going to Extremes</i>, 226–231; Performance Task: Opinion Piece on Consumerism, 242–245; also see: Research Report, 194–197; Reading Information Critically (primary and secondary sources), 162; Recognizing Source Information (summarize, paraphrase, direct quotation), 176</p> <p>TE: Setting a Purpose, 800; <i>Want vs. Need</i>, Lessons 14–17: 645–673; <i>Dubai: Going to Extremes</i>, Lessons: 18–21: 674–687; Research Report, 566, 567, 570, 571, 574, 575, 578, 579, 582; Written Argument, 712, 713, 716, 717, 720, 721, 724, 725, 728</p> |
| Range of Reading and Level of Text Complexity | | |
| 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. | <p>SE: Informational Text, 10–13, 22–27, 56–63, 70–75, 116–121, 122–127, 162–169, 172–177, 212–217, 226–231; Newspaper Article, 178–183; Argument, 218–225</p> <p>TE: Explore the Topic (informative, examples), 26–27, 30–32, 35–36, 39–40, 62–63, 66–67, 70–71, 76–80, 82, 168–169, 172–177, 180–1881, 204, 207–209, 212–213, 218–219, 222–223, 477–483, 486–487, 492–493, 503–504, 505, 506–507, 512–513, 516–517, 522–523, 526–527, 530–533, 538–539, 542–543</p> |

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| Writing Standards | | |
| Text Types and Purposes | | |
| W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. | SE: Performance Task: Written Argument, 242–245; also see: Performance Task: Argument Response, 224; Write a letter in support of a cause, 249 TE: Performance Task: Written Argument, 712, 713, 716, 717, 720, 721, 724, 725, 728; also see: Performance Task: Argument Response, 661; Write a letter in support of a cause, 737 |
| W.7.1a | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | SE: Written Argument: Make a claim, 243; Reasons and evidence, 244; also see: Performance Task: Argument Response, 224; Write a letter in support of a cause, 249 TE: Written Argument: Make a claim, 713; Reasons and evidence, 716; also see: Performance Task: Argument Response, 661; Write a letter in support of a cause, 737 |
| W.7.1b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | SE: Written Argument: Find reasons, 243; Reasons and evidence, 244; also see: Performance Task: Argument Response, 224; Write a letter in support of a cause, 249 TE: Written Argument: Find reasons, 713; Reasons and evidence, 716; also see: Performance Task: Argument Response, 661; Write a letter in support of a cause, 737 |
| W.7.1c | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | SE: Written Argument: Transitions, 245 TE: Written Argument: Transitions, 717, 720 |
| W.7.1d | Establish and maintain a formal style. | SE: Written Argument: Think about style, 243, 245 TE: Written Argument: Think about style, 713, 717, 720 |
| W.7.1e | Provide a concluding statement or section that follows from and supports the argument presented. | SE: Written Argument: Conclusion, 244, 245 TE: Written Argument: Conclusion, 716, 717, 720 |

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| 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>SE: Performance Task: Informative essay, 96–99; Research report, 194–197; also see: Notes for an Informative Essay, 63; Blog post describing animal research, 106</p> <p>TE: Performance Task: Informative essay, 276, 277, 280, 281, 284, 285, 288, 289, 292; Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582</p> |
| W.7.2a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <p>SE: Performance Task: Informative essay: Main idea, 97, Opening paragraph, 98; Response to literature: Main Ideas and Details, 146; Research report: Choose a research topic, 194; Main idea and supporting details, 196</p> <p>TE: Performance Task: Informative essay: Main idea, 277, Opening paragraph, 280; Response to literature: Main Ideas and Details, 426; Research report: Choose a research topic, 566; Main idea and supporting details, 570</p> |
| W.7.2b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | <p>SE: Research Report: Take notes, Make an outline, 195; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 162; Recognizing Source Information (summarize, paraphrase, direct quotation), 176; Research Toolbox: Gathering Information (check sources, facts), 169; Performance Task: Research Activity: Search for Information, 183</p> <p>TE: Research Report: Take notes, Make an outline, 567; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 478; Recognizing Source Information (summarize, paraphrase, direct quotation), 512; Research Toolbox: Gathering Information (check sources, facts), 493; Performance Task: Research Activity: Search for Information, 543</p> |
| W.7.2c | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | <p>SE: Informative Essay: Structure (subheadings and links between ideas), 99</p> <p>TE: Informative Essay: Structure (subheadings and links between ideas), 281, 284</p> |

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| W.7.2d | Use precise language and domain-specific vocabulary to inform about or explain the topic. | SE: Informative Essay: Vocabulary, 97 TE: Informative Essay: Vocabulary, 277; Academic Vocabulary, 278 |
| W.7.2e | Establish and maintain a formal style. | SE: Informative Essay: Vocabulary (writing style), 97 TE: Informative Essay: Vocabulary (writing style), 277 |
| W.7.2f | Provide a concluding statement or section that follows from and supports the information or explanation presented. | SE: Informative Essay: conclusion, 98 TE: Informative Essay: conclusion, 280, 281 |
| W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | SE: Performance Task: Short story, 44–47; Write a narrative poem (story elements, form), 33 TE: Performance Task: Short story, 126, 127, 130, 131, 134, 135, 138, 139; Write a narrative poem (story elements, form), 104 |
| W.7.3a | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | SE: Short story: point of view, 45, 47; Performance Task: Writing: Write a narrative poem (point of view), 33; also see: TE: Short Story: point of view, 127, 131; Performance Task: Writing: Write a narrative poem (point of view), 104 |
| W.7.3b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | SE: Short story: Characters, 45, 47; Elements of a story, 46; also see: Write a narrative poem (story elements, form), 33 TE: Short story: Characters, 127, 131; Elements of a story, 130; Write a narrative poem (story elements, form), 104 |
| W.7.3c | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | SE: Short Story: Transitions, 46, 47 TE: Short Story: Transitions, 131, 134 |
| W.7.3d | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | SE: Short Story: Setting, 45; Descriptive Language, 46, 47 TE: Short Story: Setting, 127; Descriptive Language, 131, 134 |
| W.7.3e | Provide a conclusion that follows from and reflects on the narrated experiences or events. | SE: Short Story: Conflict and resolution, 46, 47 TE: Short Story: Conflict and resolution, 131, 134 |

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| | Production and Distribution of Writing | |
| 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>SE: Performance Task: Short story, 44–47; Informative essay, 96–99; Response to literature, 144–147; Research report, 194–197; Written Argument, 242–245</p> <p>TE: Performance Task: Short story, 126, 127, 130, 131, 134, 135, 138, 139; Informative essay, 276, 277, 280, 281, 284, 285, 288, 289, 292; Response to literature, 422, 423, 426, 427, 430, 431, 434, 435, 438; Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582; Written Argument, 712, 713, 716, 717, 720, 721, 724, 725, 728</p> |
| 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 on page 52.) | <p>SE: Planning and prewriting, 44, 96, 144, 194, 242; Decide the Basics, 45, 97, 145, 195, 243; Finalize Your Plan, 46, 98, 146, 196, 244; Draft, Edit, Publishing, 47, 99, 147, 197, 245</p> <p>TE: Planning and prewriting, 126, 276, 422, 566, 712; Decide the Basics, 127, 277, 423, 567, 713; Finalize Your Plan, 130, 280, 426, 570, 716 ; Draft, 131, 281, 427, 571, 717; Revise, 134, 284, 430, 574, 720; Edit, 138, 288, 434, 578, 724; Publish, 139, 289, 435, 579, 725</p> |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | <p>SE: Performance Task: Start a Blog, 8–9; Brainstorming topics for your blog, 54–55; Designing your blog, 106–107; Blog: Scheduling Your Calendar, 154–155; Helpful tips when writing blog posts, 204–205; Share and interact with other blogs, 252–253</p> <p>TE: Performance Task: Start a Blog, 14–15; Brainstorming topics for your blog, 156–157; Designing your blog, 310–311; Blog: Scheduling Your Calendar, 455–456; Helpful tips when writing blog posts, 600–601; Share and interact with other blogs, 745–746</p> |

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| W.7.7 | <p>Research to Build and Present Knowledge</p> <p>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>SE: Performance Task: Research report, 194–197; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 162; Recognizing Source Information (summarize, paraphrase, direct quotation), 176; Research Toolbox: Gathering Information (check sources, facts), 169; Performance Task: Research Activity: Search for Information, 183</p> <p>TE: Performance Task: Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 478; Recognizing Source Information (summarize, paraphrase, direct quotation), 512; Research Toolbox: Gathering Information (check sources, facts), 493; Performance Task: Research Activity: Search for Information, 543</p> |
| W.7.8 | <p>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>SE: Research Report: Take notes, Make an outline, 195; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 162; Recognizing Source Information (summarize, paraphrase, direct quotation), 176; Research Toolbox: Gathering Information (check sources, facts), 169; Performance Task: Research Activity: Search for Information, 183</p> <p>TE: Research Report: Take notes, Make an outline, 567; also see: also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 478; Recognizing Source Information (summarize, paraphrase, direct quotation), 512; Research Toolbox: Gathering Information (check sources, facts), 493; Performance Task: Research Activity: Search for Information, 543</p> |

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| W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| W.7.9a | 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”). | SE: Response to Literature, 144–147; also see: Write On!: Response to Myth (lesson about life), 19 TE: Response to Literature, 422, 423, 426, 427, 430, 431, 434, 435, 438; also see: Performance Task: Argument Response, 661 |
| W.7.9b | 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”). | SE: Performance Task: Argument Response, 224; Share and interact with other blogs, 252–253 TE: Performance Task: Argument Response, 661; Share and interact with other blogs, 745–746 |
| | Range of Writing | |
| 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. | SE: Performance Task: Short Story, 44–47; Informative Essay, 96–99; Response to Literature, 144–147; Research Report, 194–197; Written Argument, 242–245 TE: Performance Task: Short Story, 126, 127, 130, 131, 134, 135, 138, 139; Informative Essay, 276, 277, 280, 281, 284, 285, 288, 289, 292; Response to Literature, 422, 423, 426, 427, 430, 431, 434, 435, 438; Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582; Written Argument, 712, 713, 716, 717, 720, 721, 724, 725, 728 |

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| Speaking and Listening Standards | | |
| Comprehension and Collaboration | | |
| SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. | |
| SL.7.1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | <p>SE: Class Discussions, 13; Speaking Toolbox: Partner, 94; Monitoring Speaking (discussing story elements), 142; Working with a Group, 271; Collaborative Discussion, 8, 13, 19, 21, 26, 36, 42, 54, 62, 67, 69, 74, 85, 94, 106, 112, 115, 121, 126, 133, 142, 154, 160, 168, 171, 176, 182, 192, 204, 209, 211, 224, 230, 252, 259, 261, 271, 277, 285, 294</p> <p>TE: Class Discussions, 35, 39; Active Listening, 40, 354, 560; Listen and Analyze, 66, 200, 338, 500, 625, 772; Collaborative Discussion (examples), 14, 21, 66, 100, 121, 156, 163, 200, 246, 306, 313, 338, 354, 370, 414, 459, 474, 492, 603, 622</p> |
| SL.7.1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | <p>SE: Class Discussions (class rules, wait your turn and don’t interrupt), 13; Working with a Group, 271</p> <p>TE: Class Discussions, 35, 39; Active Listening, 40, 354, 560</p> |
| SL.7.1c | 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>SE: Speaking Toolbox: Partner Discussions (ask questions, build, don’t interrupt), 94; Monitoring Speaking (discussing story elements), 142; Evaluate an Argument, 224; Working with a Group (put together group’s ideas), 271</p> <p>TE: Speaking Toolbox: Partner Discussions (ask questions, don’t interrupt), 270; Monitoring Speaking (discussing story elements), 414; Evaluate an Argument, 660, 661; Working with a Group (put together group’s ideas), 793</p> |

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| SL.7.1d | Acknowledge new information expressed by others and, when warranted, modify their own views. | <p>SE: Collaborative Discussion, 8, 13, 19, 21, 26, 36, 42, 54, 62, 67, 69, 74, 85, 94, 106, 112, 115, 121, 126, 133, 142, 154, 160, 168, 171, 176, 182, 192, 204, 209, 211, 224, 230, 252, 259, 261, 271, 277, 285, 294</p> <p>TE: Collaborative Discussion (examples), 14, 21, 66, 100, 121, 156, 163, 200, 246, 306, 313, 338, 354, 370, 414, 459, 474, 492, 603, 622</p> |
| 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. | <p>SE: Listening Toolbox, 13, 121, 192; Language Cam Video, 9, 55, 107, 155, 205, 253; Podcasts (collaborative discussion), 20–21, 68–69, 114–115, 170–171, 210–211, 260–261</p> <p>TE: Listening Toolbox, 35, 39, 354, 560; View and Analyze, 21, 163, 313, 459, 603, 749; Podcasts, 62–63, 196–197, 334–335, 496–497, 621–622, 768–769</p> |
| 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>SE: Speaking Toolbox: Evaluate an Argument, 224; Preparing an Oral Argument, 285; Listening Toolbox: Active Listening, 121; Collaborative Discussion, 8, 13, 19, 21, 26, 36, 42, 54, 62, 67, 69, 74, 85, 94, 106, 112, 115, 121, 126, 133, 142, 154, 160, 168, 171, 176, 182, 192, 204, 209, 211, 224, 230, 252, 259, 261, 271, 277, 285, 294</p> <p>TE: Evaluate an Argument, 661; Preparing an Oral Argument, 831; Listen and Analyze, 66, 200, 338, 500, 625, 772; Active Listening, 40, 354, 560; Collaborative Discussion (examples), 14, 21, 66, 100, 121, 156, 163, 200, 246, 306, 313, 338, 354, 370, 414, 459, 474, 492, 603, 622</p> |

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| | Presentation of Knowledge and Ideas | |
| 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>SE: Oral Argument, 296–299; also see: Performance Task: Speaking and Listening: Give Persuasive Speech, 74; Prepare and Give a Speech, 126; Compare Ads and discuss, 201; Reporting Evidence, 231; Practice for a Persuasive Oral Presentation, 259; Speak Out! Make a Short presentation, 225</p> <p>TE: Oral Argument, 862, 863, 866, 867, 870, 871, 874, 875, 878; Performance Task: Speaking and Listening: Give Persuasive Speech, 222; Prepare and Give a Speech, 371; Compare Ads and Discuss, 591; Reporting Evidence, 679; Practice for an Persuasive Oral Presentation, 765; Speak Out!: Make a Short Presentation, 665</p> |
| SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | <p>SE: Performance Task: Prepare and Give a Speech (use pictures from article), 126; Speaking and Listening: Compare Ads and Discuss, 201; Reporting Evidence, 231</p> <p>TE: Performance Task: Speaking and Listening: Prepare and Give a Speech, 371; Compare Ads and Discuss, 591; Reporting Evidence, 679</p> |
| 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 on page 52 for specific expectations.) | <p>SE: Speaking Toolbox, 42, 94, 142, 160, 224, 271, 285; Speak Out! 13, 32, 42, 85, 113, 133, 183, 225, 285; Collaborative Discussion, 8, 13, 19, 21, 26, 36, 42, 54, 62, 67, 69, 74, 85, 94, 106, 112, 115, 121, 126, 133, 142, 154, 160, 168, 171, 176, 182, 192, 204, 209, 211, 224, 230, 252, 259, 261, 271, 277, 285, 294</p> <p>TE: Class Discussions, 35, 39; Active Listening, 40, 354, 560; Listen and Analyze, 66, 200, 338, 500, 625, 772; Collaborative Discussion (examples), 14, 21, 66, 100, 121, 156, 163, 200, 246, 306, 313, 338, 354, 370, 414, 459, 474, 492, 603, 622</p> |

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| Language Standards | | |
| Conventions of Standard English | | |
| L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | SE: Edit, 47, 99, 147, 197, 245; Quick Reference: Punctuation, R5–R6; Capitalization, R8–R9; Vocabulary and Spelling, R28–R37 TE: How English Works, 11, 16, 20, 29, 34, 38, 42, 57, 61, 65, 69, 81, 84, 87, 91, 102, 106, 111, 120, 149, 153, 158, 162, 171, 179, 183, 190, 199, 203, 206, 211, 221, 224, 230, 240, 249, 253, 257, 268, 299, 303, 308, 312, 325, 329, 333, 337, 350, 353, 357, 361, 373, 376, 380, 385, 399, 404, 413, 416, 445, 449, 454, 458, 467, 473, 476, 485, 495, 499, 505, 515, 519, 525, 528, 541, 545, 548, 593, 602, 611, 616, 624, 633, 640, 644, 650, 663, 667, 673, 677, 687, 692, 701, 705, 735, 739, 744, 748, 757, 764, 767, 771, 788, 792, 795, 799, 813, 817, 826, 829, 844, 853, 856 |
| L.7.1a | Explain the function of phrases and clauses in general and their function in specific sentences. | SE: Independent and subordinate clauses, R21; Writing Complete Sentences, R23; Correcting Fragments, R24; Correcting Run-On Sentences, R24 TE: Clauses, 221, 224, 230, 240, 249, 253, 257, 268, 376, 380, 385, 399, 404, 413, 416 |
| L.7.1b | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | SE: The Sentence and Its Parts, R4, R18; Writing Complete Sentences, R23; Correcting Fragments, R24; Correcting Run-On Sentences, R24 TE: Compound Sentences, 445, 449, 454, 458; Complex Sentences: Evaluate Arguments, 515, 519, 525, 529; Compound Complex Sentences, 467, 473, 476, 485 |
| L.7.1c | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | SE: Dangling and Misplaced Modifiers, R18 TE: Common Errors with Modifiers: Dangling Modifiers, 735, 739; Misplaced Modifiers, 744, 748 |
| L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | SE: Edit, 47, 99, 147, 197, 245; Quick Reference: Punctuation, R5–R6; Capitalization, R8–R9; Vocabulary and Spelling, R28–R37 TE: Spelling, 135, 138, 288, 434, 574, 578, 724, 873; Edit, 135, 138, 288, 434, 574, 578, 724, 873 |

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| L.7.2a | Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | SE: Adjectives, R16–R18 TE: Comparative and Superlative Adjectives, 183; Multiple Adjectives, 171; Compound Adjectives, 179 |
| L.7.2b | Spell correctly. | SE: Vocabulary and Spelling, R28–R37 TE: Spelling, 135, 138, 288, 434, 574, 578, 724, 873; Weekly Spelling, 6, 28, 56, 80, 101, 128, 148, 170, 198, 220, 248, 278, 298, 324, 349, 372, 398, 424, 444, 455, 494, 514, 540, 568, 584, 588, 610, 632, 662, 686, 714, 734, 756, 787, 812, 838, 864 |
| Knowledge of Language | | |
| L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | SE: Edit, 47, 99, 147, 197, 245; Quick Reference: Punctuation, R5–R6; Capitalization, R8–R9; Vocabulary and Spelling, R28–R37 TE: Spelling, 135, 138, 288, 434, 574, 578, 724, 873; Edit, 135, 138, 288, 434, 574, 578, 724, 873 |
| L.7.3a | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | SE: Edit, 47, 99, 147, 197, 245 TE: How English Works: Wordiness: Repetitions, 788; Who and Which Clauses, 792; There Is, There Are, 795; Long, Academic-Sounding Phrases, 799; Edit, 135, 138, 288, 434, 574, 578, 724, 873 |
| Vocabulary Acquisition and Use | | |
| 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. | SE: Multiple-meaning words, 82, 109, 215, 280; Vocabulary Strategy: Homophones, 193; also see: Performance Task: choose a synonym, 5; Reading notes: Synonyms, 61, 280; Antonym, 151; Synonyms and Antonyms, R31; Words with Multiple Meanings, R32 TE: Multiple-meaning words, 236, 293b, 294e, 321, 524, 637, 747, 820; Performance Task: choose a synonym, 9; Synonyms, 64, 143g, 144i, 144k, 177, 820, 825, 872, 879h; Antonym, 356, 439g, 440g, 447, 583a |

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| L.7.4a | 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>SE: Vocabulary Strategy: Context Clues, 27; Reading notes: Context Clues, 82, 117, 119, 175, 180, 214; Vocabulary and Spelling Handbook: Using Context Clues, R28</p> <p>TE: Context Clue, 19, 47, 143f, 151, 234, 235, 305, 366, 508, 547, 614, 653, 766; Critical Vocabulary, 22, 33, 70, 72, 83, 90, 110, 157, 178, 189, 202, 205, 229, 252, 307, 328, 352, 360, 328, 360, 384, 403, 453, 472, 498, 505, 528, 597, 615, 623, 639, 649, 672, 691, 743, 763, 791, 798, 816, 843</p> |
| L.7.4b | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | <p>SE: Vocabulary Strategy: Latin Roots, 75; Greek Roots, 127; Suffixes, 161; Suffixes –er and –est, 231; Reading Notes: Suffix, 18, 23, 66, 270, 281; Prefix, 23, 59, 73, 223, 281</p> <p>TE: Prefix, 70, 86, 112, 136, 143i, 213, 272, 294k, 482, 730m, 730o; Suffix, 8, 41, 70, 86, 122, 136, 144i, 210, 440i, 440o, 475, 484, 635, 656, 679, 684, 730o, 736, 737, 812; Affixes, 48, 584e, 730g, 828</p> |
| L.7.4c | 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. | <p>SE: Vocabulary Strategy: Practice and Apply, 43, 75, 121; Reference Aids, 67; Reading Toolbox: Domain-Specific Words: Technical Language, 122; also see: Reading notes: Look words up in dictionary, 25</p> <p>TE: Use a dictionary to check meanings (examples), 22, 37, 60, 72, 80, 83, 90, 136, 157; Reading notes: Look words up in dictionary, 79</p> |
| L.7.4d | 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). | <p>SE: Vocabulary Strategy: Context Clues, 27; Reading notes: Context Clues, 82, 117, 119, 175, 180, 214; Vocabulary Strategy: Practice and Apply, 43, 75, 121; Reference Aids, 67; Reading Toolbox: Domain-Specific Words: Technical Language, 122</p> <p>TE: Context Clue, 19, 47, 143f, 151, 234, 235, 305, 366, 508, 547, 614, 653, 766; Critical Vocabulary, 22, 33, 70, 72, 83, 90, 110, 157, 178, 189, 202, 205, 229, 252, 307, 328, 352, 360, 328, 360, 384, 403, 453, 472, 498, 505, 528, 597, 615, 623, 639, 649, 672, 691, 743, 763, 791, 798, 816, 843</p> |

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| L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SE: Metaphor, 17, 110, 131, 273; Figurative Language, 103 TE: Metaphor, 5, 105, 294f, 301, 320, 322, 323, 332, 387, 388, 471, 822 |
| L.7.5a | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | SE: For related material see: Figurative Language, 103; Vocabulary Strategy: Idioms, 183, 241; Reading notes: Idiom, 31, 66, 72, 132, 256, 257, 258, 266, 276 TE: Idiom, 2e, 19, 95, 114, 188, 225, 239, 301, 320, 440o, 501, 543, 544, 551, 552, 556, 583j, 584o, 708, 792k, 845, 846 |
| L.7.5b | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | SE: Performance Task: choose a synonym, 5; Reading notes: Synonyms, 61, 280; Antonym, 151; Synonyms and Antonyms, R31 TE: Performance Task: choose a synonym, 9; Synonyms, 64, 143g, 144i, 144k, 177, 820, 825, 872, 879h; Antonym, 356, 439g, 440g, 447, 583a |
| L.7.5c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). | SE: Vocabulary Strategy: Connotation and Denotation, 43; Manipulating Meaning: Denotation vs. Connotation, 201 TE: Manipulating Meaning: Denotation vs. Connotation, 591 |
| 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. | SE: Unit Vocabulary, 4, 50, 102, 150, 200, 248; Vocabulary Strategy, 27, 43, 67, 75, 127, 161, 183, 193, 225, 231, 241, 295 TE: Academic Vocabulary, 248, 278, 514, 632, 838, 864; Vocabulary Review, 136, 286, 432, 576, 722, 872; Critical Vocabulary, 307, 328, 360, 384, 453, 472, 498, 505, 597, 623, 649, 672, 691, 763, 791; Language Support, 188, 479, 546 |