Progress
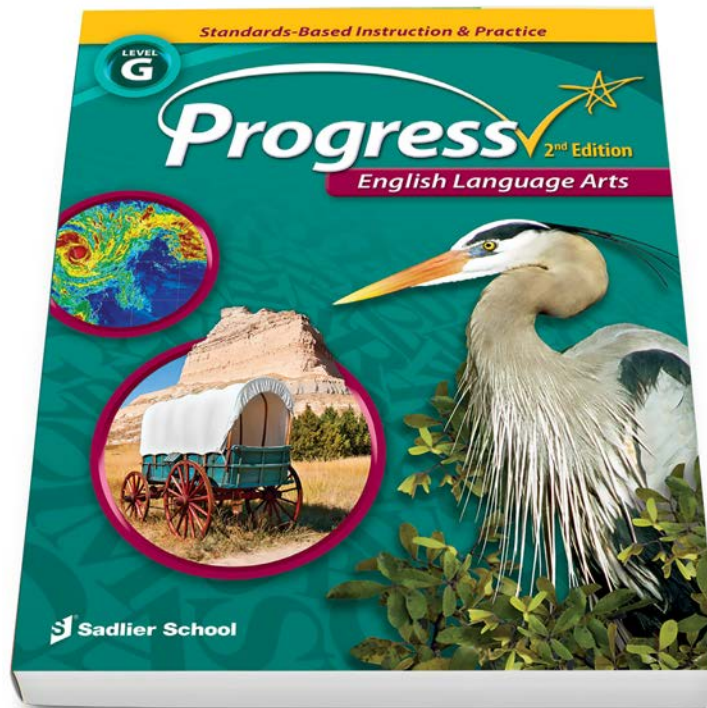## English Language Arts 2nd Edition

Correlation to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 7

Contents

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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.
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
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	• Chapter 1 Review: "The Drummer" (Realistic Fiction)/"Hua Mulan" (Realistic Fiction)—pp. 39–40
	
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	  ◦ 3rd Read: Make inferences—p. 4
	• Parent Resources
	 ○ Chapter 1 Home Connect Activity: What I Infer (graphic organizer)

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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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	  ○ Connect to the Essential Question/Connect to the Theme (determine themes)—p. 37
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	GRADE 7 DIGITAL RESOURCES
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	    ◦ Infer the theme—p. 4
	    ◦ Complete the summary chart—p. 5
	• Parent Resources
	  ○ Chapter 1 Home Connect On the Go: Overall Message/ Theme and Summary of a Poem (graphic organizer)

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 1 Key Ideas and Details: Literary Texts** • Progress Check/Home Connect—pp. 9–10 ○ Analyze how setting, characters, and plot interact within a text/analyze the main elements of a drama and how they affect each other. *continued*

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	  ○ Analyze Literary Elements (character, setting, plot, and theme)—p. 36
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	    ◦ Complete the summary chart (Who? What? Where? When? How?)—p. 5
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	  ○ Chapter 1 Home Connect Conversation Starter: Setting, Events, Character's Reactions (graphic organizer)

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GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 3 Craft and Structure: Literary Texts** • Progress Check/Home Connect—pp. 73–74 ○ Determine the meanings of words and phrases, including figurative and connotative meanings. *continued*

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	• Language
	  ○ Figurative Language (allusions)—p. 102
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	Language
	• Figurative Language: Figures of Speech (allusions)—p. 102
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	GRADE 7 DIGITAL RESOURCES
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	  ○ Chapter 3 "Toward the Unknown River" (Adventure, based on actual events)
	    ◦ 2nd Read: Focus on words and phrases—p. 3
	• Parent Resources
	  ○ Chapter 3 Home Connect Activity: Denotations and Connotations (graphic organizer)

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 3 Craft and Structure: Literary Texts** • Progress Check/Home Connect—pp. 73–74 ○ Explain how the form or structure of a drama or poem affects its meaning. *continued*

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	• Analyzing Dramatic Structure: "The Longest Walk" (Drama)—pp. 84–91
	• Connect Across Texts
	  ○ Connect to the Essential Question (how do authors use
	  ○ language, structure, and characters to create meaning?)—p. 101
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	GRADE 7 DIGITAL RESOURCES
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	  ○ Comprehension Check
	    ◦ Chapter 3 Analyzing Dramatic Structure: "We Can Make It Happen" (Drama)
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	  ○ Analyzing Dramatic Structure
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	    ◦ 2nd Read: Dramatic text structure—p. 3
	• Parent Resources
	  ○ Chapter 3 Home Connect On the Go: Structure: Compare Poem and Play (graphic organizer)

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 3 Craft and Structure: Literary Texts** • Progress Check/Home Connect—pp. 73–74 ○ Analyze how an author develops/contrasts points of view of characters or narrators in a text. • Analyzing Point of View: "Race to the Golden Spike" (Historical Fiction)—pp. 92–99 *continued*

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	• Connect Across Texts 　○ Compare and Contrast Texts (compare and contrast how the selections explore how people respond to conflicts)—p. 100 　○ Connect to the Essential Question (points of view of thte characters)—p. 101 • Chapter 3 Review: "Rehearsing with a Friend"/Gwen's Diary"—pp. 103–104 **GRADE 7 DIGITAL RESOURCES** **Chapter 3 Craft and Structure: Literary Texts** • Instruction & Practice 　○ Chapter 3 Analyzing Point of View: • Additional Practice 　○ Chapter 3 Analyzing Point of View: "The Girl in the Meadow" (Realistic Fiction) • Assessments 　○ Comprehension Check 　　◦ Chapter 3 Analyzing Point of View: "Citizen Soldier" (Legend) • Close Reading Practice/Lesson Plan 　○ Chapter 3 "Toward the Unknown River" (Adventure, based on actual events) 　　◦ 2nd Read: Opposing points of view—p. 3 • Parent Resources 　○ Chapter 3 Home Connect Conversation Starter: Retell Story from a Different Point of View (graphic organizer)

Integration of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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).	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Progress Check/Home Connect—pp. 137–138 　○ Compare/contrast a written story with a film based on the story. *continued*

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Integration of Knowledge and Ideas

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	• Comparing and Contrasting Versions: "The Last of the Mohicans" by James Fenimore Cooper (Historical Fiction, excerpt)/"Exciting Mohicans Diverges from the Novel" (Movie Review)—pp. 140–147
	• Connect Across Texts
	  ○ Connect to the Essential Question (how written stories compare to their film versions)—p. 157
	• Chapter 5 Review: "Great Plains"/"A Plains Family Moves West"/"Joe's Letter"—pp. 159–160
	
	GRADE 7 DIGITAL RESOURCES
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Instruction & Practice
	  ○ Chapter 5 Comparing and Contrasting Versions
	• Additional Practice
	  ○ Chapter 5 Comparing and Contrasting Versions: "Journal of Juan de Zubileta" (Journal)/"The Rescue" (One-Act Play)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 5 Comparing and Contrasting Versions: "Storm and Stampede" (Historical Fiction)/"Wild Ride" (Movie Review)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 5 "A Plains Family Moves West" (Historical Fiction)/"Great Plains" (Movie Review)
	• Parent Resources
	  ○ Chapter 5 Home Connect Activity: Compare Original Text and Multimedia Version (graphic organizer)

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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Progress Check/Home Connect—pp. 137–138 ○ Compare/contrast a piece of historical fiction with an historical account of the same time period. *continued*

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	• Connect Across Texts
	  ○ Connect to the Essential Question (how historical fiction can use and alter historical facts provided by primary sources and nonfiction accounts)—p. 157
	• Chapter 5 Review: "Great Plains"/"A Plains Family Moves West"/"Joe's Letter"—pp. 159–160
	
	GRADE 7 DIGITAL RESOURCES
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	• Additional Practice
	  ○ Chapter 5 Comparing and Contrasting Historical Accounts: "Robin Hood" (Animated Legend)/"In the Time of "Bad King John"" (Historical Nonfiction)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 5 Comparing and Contrasting Historical Accounts: "Historic Sketches of the Cattle Trade" (Narrative Nonfiction)/"Storm and Stampede" (Historical Fiction)
	• Instructional Videos
	  ○ Chapter 5 Comparing and Contrasting Historical Accounts
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 5 "A Plains Family Moves West" (Historical Fiction)/"Great Plains" (Movie Review)
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	  ○ Chapter 5 Home Connect On the Go: Compare Fictional and Historical Accounts (graphic organizer)

Range of Reading and Level of Text Complexity

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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Range of Reading and Level of Text Complexity

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	• Chapter 5 "The Last of the Mohicans" by James Fenimore Cooper (Historical Fiction, excerpt)/"Exciting Mohicans Diverges from the Novel" (Movie Review), pp. 140–147, "Journal of a British Officer" (Historical Account), pp. 148–155
	
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	  ○ Chapter 3 "A Woman's Place" (Scene from a Screenplay); "Shared Space" (Drama); "The Girl in the Meadow" (Realistic Fiction)
	  ○ Chapter 5 "Journal of Juan de Zubileta" (Journal)/"The Rescue" (One-Act Play); "Robin Hood" (Animated Legend)/"In the Time of "Bad King John"" (Historical Nonfiction)
	• Assessments: Comprehension Check
	  ○ Chapter 1 "Beowulf Slays the Dragon" (Anglo-Saxon Myth); "The Nika Revolt" (Byzantine Tale); "On the Oregon Trail, 1856" (Historical Fiction)
	  ○ Chapter 3 "The Town Mouse and the Country Mouse" (Aesop Fable); "We Can Make It Happen" (Drama); "Citizen Soldier" (Legend)
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	  ○ Chapter 3 "A Valentine" (Poetry)
	  ○ Chapter 5 "The Last of the Mohicans" (Historical Fiction)

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READING INFORMATIONAL TEXT

Key Ideas and Details

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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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 2 Key Ideas and Details: Informational Texts** • Progress Check/Home Connect—pp. 41–42 　○ Draw inferences by analyzing implied ideas. • Drawing Inferences: "New Frontiers: The Ocean" (Explanatory Text)—pp. 44–51 • Connect Across Texts 　○ Connect to the Essential Question (drawing inferences)—p. 69 • Chapter 2 Review: "Going Up"/Going Nowhere"—pp. 71–72 **GRADE 7 DIGITAL RESOURCES** **Chapter 2 Key Ideas and Details: Informational Texts** • Instruction & Practice 　○ Chapter 2 Drawing Inferences • Additional Practice 　○ Chapter 2 Drawing Inferences: "Humanity's Voyager" (Magazine Article) • Assessments 　○ Comprehension Check 　　◦ Chapter 2 Drawing Inferences: "A Golden Age" (Informational Text) • Close Reading Practice/Lesson Plan 　○ Chapter 2 "Benefits of Space Exploration" (Explanatory Text) 　　◦ 3rd Read: Make inferences—p. 4 • Parent Resources 　○ Chapter 2 Home Connect Conversation Starter: Clues and Inference (graphic organizer)
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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Key Ideas and Details

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	GRADE 7 STUDENT EDITION/TEACHER'S EDITION **Chapter 2 Key Ideas and Details: Informational Texts** • Progress Check/Home Connect—pp. 41–42 　○ Identify ideas that are central to the meaning of the text. • Determining Central Ideas: "Jacques Cousteau—An Aquatic Life" (Biography)—pp. 52–59 • Connect Across Texts 　○ Connect to the Essential Question (determining central ideas)—p. 69 • Chapter 2 Review: "Going Up"/Going Nowhere"—pp. 71–72 **GRADE 7 DIGITAL RESOURCES** **Chapter 2 Key Ideas and Details: Informational Texts** • Instruction & Practice 　○ Chapter 2 Determining Central Ideas • Additional Practice 　○ Chapter 2 Determining Central Ideas: "Louise Arner Boyd, the "Arctic Diana"" (Biography) • Assessments 　○ Comprehension Check 　　◦ Chapter 2 Determining Central Ideas: "Mover and Shaker" (Historical Biography) • Close Reading Practice/Lesson Plan 　○ Chapter 2 "Benefits of Space Exploration" (Explanatory Text) 　　◦ Annotation Notes 　　　• 1st Read: Key Ideas and Details—pp. 2, 4 　　◦ Summary Chart 　　　• Use the completed summary chart to help write a summary—p. 5 • Parent Resources 　○ Chapter 2 Home Connect On the Go: Details and Main Ideas (graphic organizer)
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).	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 2 Key Ideas and Details: Informational Texts** • Progress Check/Home Connect—pp. 41–42 　○ Analyze the relationships among people, events, and ideas in a text. *continued*

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	  ○ Chapter 2 Analyzing Texts: "Science: From Fiction to Fact" (Informational Text)
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	  ○ Comprehension Check
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Craft and Structure

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 4 Craft and Structure: Informational Texts** • Progress Check/Home Connect—pp. 105–106 ○ Determine word meanings and how word choices affect a text. • Analyzing Word Meanings: "Unusual Weather Patterns" (Web Article)—pp. 108–115 *continued*

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	Language
	• Figurative Language: Figures of Speech (allusions)—p. 102
	• Word Meanings (connotations)—p. 158
	• Figurative Language: Metaphor and Simile—p. 216
	• Figurative Language: Hyperbole and Personification—p. 217
	• Expressing Ideas Precisely and Concisely—pp. 258–259
	
	GRADE 7 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Chapter 4 Analyzing Word Meaning
	• Additional Practice
	  ○ Chapter 4 Analyzing Word Meanings: "High-Altitude Ballooning" (Magazine Article)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 4 Analyzing Word Meanings: "Prevailing Winds and the Age of Discovery" (Informational Text)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 4 "Satellites: Connecting Earth and Sky" (Technical Text)
	    ◦ 2nd Read: Focus on the words and phrases—p. 3
	• Parent Resources
	  ○ Chapter 4 Home Connect On the Go: Figurative Language (graphic organizer)

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.
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 4 Craft and Structure: Informational Texts
	• Progress Check/Home Connect—pp. 105–106
	  ○ Analyze how an author organizes information and uses that organization to develop ideas in a text.
	• Analyzing Text Structure: "Earth's Unique Landforms" (Technical Text)—pp. 116–123
	• Connect Across Texts
	  ○ Connect to the Essential Question (cause-and-effect and sequence structures)—p. 133
	• Chapter 4 Review: "The Hurricane Hunters"/Space Weather"—pp. 135–136
	
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Craft and Structure

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	GRADE 7 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	 ○ Chapter 4 Analyzing Text Structure
	• Additional Practice
	 ○ Chapter 4 Analyzing Text Structure: "A Tour of the Atmosphere" (Explanatory Text)
	• Assessments
	 ○ Comprehension Check
	  ◦ Chapter 4 Analyzing Text Structure: "Windmills and the Great Plains" (Expository Nonfiction)
	• Instructional Videos
	 ○ Chapter 4 Analyzing Text Structure
	• Close Reading Practice/Lesson Plan
	 ○ Chapter 4 "Satellites: Connecting Earth and Sky" (Technical Text)
	  ◦ 2nd Read: Identify text structure—p. 3
	• Parent Resources
	 ○ Chapter 4 Home Connect Activity: Organization/Structure of Text (graphic organizer)

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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 4 Craft and Structure: Informational Texts** • Progress Check/Home Connect—pp. 105–106 ○ Determine an author's point of view and purpose in a text. • Analyzing Points of View: "Watching the Weather" (Scientific Text)—pp. 124–131 • Connect Across Texts ○ Connect to the Essential Question (author's point of view)—p. 133 • Chapter 4 Review: "The Hurricane Hunters"/Space Weather"—pp. 135–136 **GRADE 7 DIGITAL RESOURCES** **Chapter 4 Craft and Structure: Informational Texts** • Instruction & Practice ○ Chapter 4 Analyzing Points of View • Additional Practice ○ Chapter 4 Analyzing Points of View: "Protect My Business from Their Business" (Letter to the Editor) *continued*

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READING INFORMATIONAL TEXT

Craft and Structure

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	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 4 Analyzing Points of View: "Jet Streams and Global Weather Patterns" (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 4 "Satellites: Connecting Earth and Sky" (Technical Text)
	    ◦ 3rd Read: Author's main point of view—p. 4
	• Parent Resources
	  ○ Chapter 4 Home Connect Conversation Starter: Compare Two Points of View (graphic organizer)

Integration of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

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).
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Progress Check/Home Connect—pp. 161–162
	  ○ Compare a text to an audio, video, or multimedia version of it.
	• 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. 164–171
	• Connect Across Texts
	  ○ Compare and Contrast Texts—p. 188
	  ○ Connect to the Essential Question (how written texts compare to versions in other media)—p. 189
	• Chapter 6 Review: "Cloud Computing: An Interview"/Cloud Computing: An Opinion"—pp. 191–192
	
	GRADE 7 DIGITAL RESOURCES
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Instruction & Practice
	  ○ Chapter 6 Comparing Media Presentations
	
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Integration of Knowledge and Ideas

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	• Additional Practice ○ Chapter 6 Comparing Media Presentations: "Bearly Enough to Eat" (Magazine Article)/"A Polar Bear Family Struggles" (Documentary Screenplay) • Assessments ○ Comprehension Check ◦ Chapter 6 Comparing Media Presentations: "The Black Blizzards of 1931" (Informational Text) • Close Reading Practice/Lesson Plan ○ Chapter 6 "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review) • Parent Resources ○ Chapter 6 Home Connect On the Go: Compare Print and Audio or Video Versions (graphic organizer)
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Progress Check/Home Connect—pp. 161–162 ○ Distinguish among facts, opinions, reasoned judgments, and speculation. • Evaluating Arguments: "What Forests Offer Us" By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172–179 • Connect Across Texts ○ Connect to the Essential Question (how arguments and claims in a text are supported by evidence)—p. 189 • Chapter 6 Review: "Cloud Computing: An Interview"/Cloud Computing: An Opinion"—pp. 191–192 **GRADE 7 DIGITAL RESOURCES** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Instruction & Practice ○ Chapter 6 Evaluating Arguments • Additional Practice ○ Chapter 6 Evaluating Arguments: "Klondike" (Movie Review) • Instructional Videos ○ Chapter 6 Evaluating Arguments *continued*

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Integration of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	• Assessments ○ Comprehension Check ◦ Chapter 6 Evaluating Arguments: "The State of Wind Energy" (Newspaper Editorial) • Instructional Videos ○ Evaluating Arguments • Close Reading Practice/Lesson Plan ○ Chapter 6 "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review) • Parent Resources ○ Chapter 6 Home Connect Conversation Starter: Evaluate Reasons and Evidence (graphic organizer) • Parent Resources ○ Chapter 6 Home Connect Conversation Starter: Pros and Cons of an Argument (graphic organizer)
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Progress Check/Home Connect—pp. 161–162 ○ Analyze how two authors writing about the same topic emphasize different evidence in support of their claims. • Analyzing the Presentation of Ideas: "Save the World's Forests" By Karen X. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 180–187 • Connect Across Texts ○ Compare and Contrast Texts—p. 188 • Connect Across Texts ○ Connect to the Essential Question (how two or more authors writing about the same topic will emphasize and interpret different evidence)—p. 189 • Chapter 6 Review: "Cloud Computing: An Interview"/Cloud Computing: An Opinion"—pp. 191–192 **GRADE 7 DIGITAL RESOURCES** **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Instruction & Practice ○ Chapter 6 Analyzing the Presentation of Idea *continued*

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Integration of Knowledge and Ideas

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	• Additional Practice
	  ○ Chapter 6 Analyzing the Presentation of Ideas: "Thomas Edison and the Light Bulb" (Biography and Web Article)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 6 Analyzing the Presentation of Ideas: "The State of Wind Energy" (Newspaper Editorial)/"Our Winged Friends" (Letter to the Editor)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 6 "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review)
	• Parent Resources
	  ○ Chapter 6 Home Connect Activity: Compare Differing Opinions on the Same Topic (graphic organizer)

Range of Reading and Level of Text Complexity

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Informational Text Reading Selections** • Chapter 2 "New Frontiers: The Ocean" (Explanatory Text), pp. 44–51, "Jacques Cousteau—An Aquatic Life" (Biography), pp. 52–59, "The Mariana Trench" (Feature Article), pp. 60–67 • Chapter 4 "Unusual Weather Patterns" (Web Article), pp. 108–115, "Earth's Unique Landforms" (Technical Text), pp. 116–123, "Watching the Weather" (Scientific Text), pp. 124–131 • Chapter 6 "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. 164–171, "What Forests Offer Us" By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece), pp. 172–179, "Save the World's Forests" By Karen X. Nguyen, Ph.D. (Scientific Text/Opinion Piece), pp. 180–187 *continued*

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READING INFORMATIONAL TEXT

Range of Reading and Level of Text Complexity

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	GRADE 7 DIGITAL RESOURCES
	Chapters 2, 4, 6
	• Additional Practice
	  ○ Chapter 2 "Humanity's Voyager" (Magazine Article); "Louise Arner Boyd, the "Arctic Diana"" (Biography); "Science: From Fiction to Fact" (Informational Text)
	  ○ Chapter 4 "High-Altitude Ballooning" (Magazine Article); "A Tour of the Atmosphere" (Explanatory Text); "Protect My Business from Their Business" (Letter to the Editor)
	  ○ Chapter 6 "Bearly Enough to Eat" (Magazine Article)/"A Polar Bear Family Struggles" (Documentary Screenplay); "Klondike" (Movie Review); "Thomas Edison and the Light Bulb" (Biography and Web Article)
	• Assessments: Comprehension Check
	  ○ Chapter 2 "A Golden Age" (Informational Text); "Mover and Shaker" (Historical Biography); "Marie Curie" (Biography) Chapter 4 "Prevailing Winds and the Age of Discovery" (Informational Text); "Windmills and the Great Plains" (Expository Nonfiction); "Jet Streams and Global Weather Patterns" (Expository Nonfiction)
	  ○ Chapter 6 "The Black Blizzards of 1931" (Informational Text); "The State of Wind Energy" (Newspaper Editorial); "The State of Wind Energy" (Newspaper Editorial)/"Our Winged Friends" (Letter to the Editor)
	• Close Reading Practice
	  ○ Chapter 2 "Benefits of Space Exploration" (Explanatory Text)
	  ○ Chapter 4 "Satellites: Connecting Earth and Sky" (Technical Text)
	  ○ Chapter 6 "Deeply Flawed Book" (Letter to the Editor)/"Dark Wyoming" (Movie Review)

WRITING

Text Types and Purposes

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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Text Types and Purposes

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ⁿᵈ ED., LEVEL G / GRADE 7
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 249–251 • Read a student model then outline and write a first draft—pp. 252–255 • Assignment: Write the final draft—p. 262 **GRADE 7 TEACHER'S EDITION** **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Learning Progressions—TE p. 251A • Genre: Opinion Piece—TE p. 252 • Analyze a Student Model—TE pp. 252–254 • Evaluate a Writer's Work—TE p. 254 **GRADE 7 DIGITAL RESOURCES** **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Parent Resources ○ Chapter 11 Home Connect Conversation Starter: Claims and Counterclaims (graphic organizer) Additional online instructional support for Chapter 11— • Instruction & Practice • Additional Practice • Instructional Videos *Related content* **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 6 Integration of Knowledge and Ideas Informational Texts** • Evaluating Arguments: "What Forests Offer Us" By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172–179 **GRADE 7 TEACHER'S EDITION** **Extend Thinking** • Initiate a Debate (pros and cons of use of technology)—TE p. 132 • Critical Response (analyze movie adaptations)— TE p. 156 • Apply Concepts (analyze claims, look for facts, opnions, and reasoned judgments)— TE p. 179 • Evaluate (consider claims and reasoning)— TE p. 188

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Text Types and Purposes

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W.7.1.A
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure—pp. 252, 255
	• Introduction (present the claim)—pp. 252, 255
	• Background (include background Information for the reader)—pp. 252, 255
	• Address Opposing Claims—pp. 253, 255
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Does the beginning introduce the topic clearly?/Is the information presented in a logical fashion?—p. 6

W.7.1.B
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Sources (get information from trustworthy sources—pp. 253, 255
	• Logical Reasoning (use logical reasoning supported by evidence to strengthen your argument)—pp. 253, 255
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I included accurate and reliable information from my research?/Have I conveyed the information in an unbiased and balanced way?—p. 6

W.7.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Connect Evidence (use transitions to show the connections between ideas or between their claims, reasons, and evidence)—TE pp. 254, 255
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I used linking words to connect ideas between sentences and across paragraphs?—p. 6

W.7.1.D
Establish and maintain a formal style.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Formal Style—p. 252
	  ○ Includes academic language
	  ○ Avoids slang, contractions, and personal statements
	  ○ Uses complete sentences and clear explanations
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	Language
	• Expressing Ideas Precisely and Concisely
	  ○ Avoid language that puts ideas in an unnaturally or overly formal style—p. 258
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I used formal English and avoided slang or informal language?—p. 6

W.7.1.E
Provide a concluding statement or section that follows from and supports the argument presented.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Conclusion—pp. 254, 255
	  ○ Follows from and support the essay's argument
	  ○ May include a call to action to tell readers what they should do in response to the issue discussed
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Do I have a concluding section that relates to my topic?—p. 6

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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *INFORMATIVE/EXPLANATORY TEXTS* **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207–209 • Read a student model then outline and write a first draft—pp. 210–213 • Assignment: Write the final draft—p. 220 **GRADE 7 TEACHER'S EDITION** • Learning Progressions—TE p. 209A • Genre: Informative/Explanatory Text—TE p. 210 • Analyze a Student Model—TE pp. 210–212 • Evaluate a Writer's Work—TE p. 254 *continued*

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	GRADE 7 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Parent Resources
	  ○ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer)
	
	Additional online instructional support for Chapter 8—
	
	• Instruction & Practice
	• Additional Practice
	• Instructional Videos
	
	EVIDENCE-BASED ESSAYS
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 9 Text Types and Purposes: Write Evidence-Based Essays
	• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221–223
	• Read a student model then outline and write a first draft—pp. 224–227
	• Assignment: Write the final draft—p. 234
	GRADE 7 TEACHER'S EDITION
	• Learning Progressions—TE p. 223A
	• Genre: Evidence-Based Essays—TE p. 224
	• Analyze a Student Model—TE pp. 224–226
	• Evaluate a Writer's Work—TE p. 226
	GRADE 7 DIGITAL RESOURCES
	Chapter 9 Text Types and Purposes: Write Evidence-Based Essays
	• Parent Resources
	  ○ Chapter 9 Home Connect On the Go: Create a Timeline, Project Details, and Main Ideas (graphic organizer)
	
	Additional online instructional support for Chapter 9—
	
	• Instruction & Practice
	• Additional Practice
	• Instructional Videos
	
	RESEARCH REPORTS
	
	Chapter 10 Text Types and Purposes: Write Research Reports
	• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 235–237
	• Read a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242
	• Assignment: Write the final draft—p. 248
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	GRADE 7 TEACHER'S EDITION • Learning Progressions—TE p. 237A • Genre: Research Report—TE p. 238 • Analyze a Student Model—TE pp. 238–240 • Evaluate a Writer's Work—TE p. 240 **GRADE 7 DIGITAL RESOURCES** **Chapter 10 Text Types and Purposes: Write Research Reports** • Parent Resources ○ Chapter 10 Home Connect Activity: Ideas, Reasons, and Facts (graphic organizer) Additional online instructional support for Chapter 10— • Instruction & Practice • Additional Practice • Instructional Videos
W.7.2.A 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.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Creating an Organizational Structure—pp. 210, 213; 224, 227; 238, 242 • Title/Introduction (preview what is to come)—pp. 210, 213; 224, 227; 238, 242 • Information Organized by Idea—pp. 210, 213 • Formatting—p. 211 • Graphics—pp. 212, 240 • Headings—p. 224 • Background—pp. 224, 227 • Cause-and-Effect (organizational strategy)—p. 225 • Multimedia—p. 226 ○ d visuals and text features to enhance writing—p. 12 **GRADE 7 TEACHER'S EDITION** **Digital Connection** • Using Multimedia (go online to look for images, videos, and audio that will help bring student writing to life/turn essays into a series of slides)—TE p. 220 • Photographic Evidence (write a caption for each)—TE p. 234 • Incorporating Graphics (use digital tools to create graphics)—TE p. 248 **Analyze a Student Model** • Cause and Effect (essays often employ more than one organizational strategy; this one is organized chronologically, while also explaining a cause-and-effect relationship)—TE p. 225 *continued*

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	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Does the beginning introduce the topic clearly?/Is the information presented in a logical fashion?—p. 6
	  ○ Step 5 Producing, Publishing, and Presenting
	    ◦ Use multimedia

W.7.2.B
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Facts and Details—pp. 211, 213, 239, 242
	• Definitions—p. 225
	• Evidence (relevant facts, details, examples, and other information)—pp. 225, 227
	• Facts, Details, and Examples—pp. 239, 242
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I included accurate and reliable information from my research?—p. 6
	  ○ Step 4 Editing: Editing Checklist
	    ◦ Quotation marks and other punctuation marks are used correctly, and no marks are missing—p. 8

W.7.2.C
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Transitions (link ideas so readers can follow your logic, connect ideas)—pp. 211, 213, 226, 227
	• Transitions (transition word "Therefore" shows a cause-and-effect link)—pp. 238, 242
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I used linking words to connect ideas between sentences and across paragraphs?—p. 6

W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Precise Language—pp. 211, 213, 239, 242 • Definitions (define unfamiliar words)—pp. 225, 227 **Language** • Expressing Ideas Precisely and Concisely—p. 258 *continued*

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	GRADE 7 TEACHER'S EDITION
	Words to Know
	• Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6

W.7.2.E
Establish and maintain a formal style.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Introduction (formal style)—pp. 210, 213
	• Formal Style (use a formal, academic style)—pp. 226, 227, 239, 242
	
	GRADE 7 TEACHER'S EDITION
	Genre: Informative/Explanatory Text
	• Formal style—TE p. 210
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I used formal English and avoided slang or informal language?—p. 6

W.7.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Conclusion (sum up central idea of the essay)—pp. 212, 213, 240, 242
	• Style/Conclusion (show results of conflict described in the essay)—pp. 226, 227
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Do I have a concluding section that relates to my topic?—p. 6

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Text Types and Purposes

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193–195 • Read a student model then outline and write a first draft—pp. 196–199 • Assignment: Write the final draft—p. 206 **GRADE 7 TEACHER'S EDITION** • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 • Analyze a Student Model—TE pp. 196–198 • Evaluate a Writer's Work—TE p. 198 **GRADE 7 DIGITAL RESOURCES** **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Parent Resources ○ Chapter 7 Home Connect Conversation Starter: An Animal Hero and Steps to Solve a Problem (graphic organizer) Additional online instructional support for Chapter 7— • Instruction & Practice • Additional Practice • Instructional Videos

W.7.3.A
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.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure—pp. 196, 199
	• Point of View (tell the story from a particular perspective)—pp. 196, 199
	
	GRADE 7 TEACHER'S EDITION
	Analyze a Student Model
	• Title—TE p. 197
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 1: Planning
	    ◦ Outline the chronological sequence of events—p. 3
	  ○ Step 2: Draft
	    ◦ Choose a title that grabs the reader's attention—p. 7

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W.7.3.B
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Descriptive Details—p. 196, 1997
	• Pacing—pp. 197, 199
	• Dialogue—pp. 198, 199
	
	GRADE 7 TEACHER'S EDITION
	Analyze a Student Model
	• Descriptive Details—TE p. 197
	
	Review
	• Analyzing Literary Elements (analyze texts to determine how literary elements of setting, plot, and characters interact)—TE p. 198
	
	Extend Thinking
	• Analyzing Narratives (analyze the author's use of character, setting, and plot)—TE p. 199
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Does my writer's voice sound interesting and well informed?/Have I avoided using the same words over and over?—p. 6

W.7.3.C
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Transitions—pp. 197, 199
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ◦ Have I used linking words to connect ideas between sentences and across paragraphs?—p. 6

W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Descriptive Details—pp. 196, 199 • Sensory Language—pp. 197, 199 • Precise Language—pp. 198, 199 **GRADE 7 TEACHER'S EDITION** **Words to Know** • General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 *continued*

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Text Types and Purposes

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	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ▫ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6
	
	Related content
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Word Meanings—p. 158

W.7.3.E
Provide a conclusion that follows from and reflects on the narrated experiences or events.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Conclusion (leave readers with a final thought)—pp. 198, 199
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist
	    ▫ Do I have a concluding section that relates to my topic?—p. 6

Production and Distribution of Writing

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.)	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193–195 • Analyze a student model then outline and write a first draft—pp. 196–199 • Assignment: Write the final draft—p. 206 *continued*

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Production and Distribution of Writing

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207–209 • Analyze a student model then outline and write a first draft—pp. 210–213 • Assignment: Write the final draft—p. 220 **Chapter 9 Text Types and Purposes: Write Evidence-Based Texts** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221–223 • Analyze a student model then outline and write a first draft—pp. 224–227 • Assignment: Write the final draft—p. 234 **Chapter 10 Text Types and Purposes: Write Research Reports** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 235–237 • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242 • Assignment: Write the final draft—p. 248 **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 249–251 • Analyze a student model then outline and write a first draft—pp. 252–255 • Assignment: Write the final draft—p. 262
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 TEACHER'S EDITION** **Writing Handbook** Direct students to the online *Writing Handbook* for detailed instruction on planning, drafting, revising, and editing their writing. • Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251 **Evaluate a Writer's Work** Students work in pairs/group discussions. • Chapter 7, TE p. 198; Chapter 8, TE p. 212; Chapter 9, TE p. 226; Chapter 10, TE p. 240; Chapter 11, TE p. 254 *continued*

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Production and Distribution of Writing

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

	Create: Organizational Structure
	Brainstorming, Planning, Drafting.
	• Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255
	
	Introduce the Writing Process
	Good writing happens in stages.
	• Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255
	
	Writing Process Summary
	Planning, Drafting, Rubrics.
	• Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Step 1: Planning
	  ○ Step 2: Drafting
	  ○ Step 3: Revising
	  ○ Step 4: Editing
	  ○ Step 5: Producing, Publishing, and Presenting

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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 TEACHER'S EDITION** **Digital Connection** • Online Research—TE p. 15 • Finding Primary Sources Online—TE p. 47 • Poetry in Performance—TE p. 79 • Using Online Tools—TE p. 111 • Read or Research—TE p. 143 • Primary Sources Online—TE p. 167 • Digital Publishing—TE p. 206 • Using Multimedia—TE p. 220 • Photographic Evidence—TE p. 234 • Incorporating Graphics—TE p. 248 • Posting an Historical Drama—TE p. 262 *continued*

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Production and Distribution of Writing

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	GRADE 7 DIGITAL RESOURCE
	Writing Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Step 1: Planning
	    ◦ Researching Your Topic—p. 4
	      • Where to Look (library or Internet)
	      • How to Search (use search terms)
	      • How to Judge (respectable online sources)
	      • How to Take Notes (create individual files)
	      • How to Cite Sources (online sources)
	    ◦ Digital Integration
	      • Review how to use the bookmarking function on a classroom computer's search engine.
	  ○ Step 2: Drafting
	    ◦ Digital Integration
	      • Use a word processing program to easily add, move, and delete content and save multiple versions of drafts.
	  ○ Step 3: Revising
	    ◦ Read your draft from the computer screen and enter changes as you go.
	  ○ Step 4: Editing
	    ◦ Digital Integration
	      • Students can make a new file each time they edit to create a digital record of the editing process and be able to refer to earlier versions of what they wrote.
	  ○ Step 5: Producing, Publishing, and Presenting
	    ◦ Digital Connection
	      • A digital slide presentation can be a great tool to use during a speech or oral presentation.
	    ◦ Assignment: Digital Presentation
	      • Publish in digital formats, such as a slide show with music or a blog entry with visuals or even video clips. Tablet users can use apps to create eBooks with text and images.

Research to Build and Present Knowledge

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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WRITING

Research to Build and Present Knowledge

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 10 Text Types and Purposes: Write Research Reports
	• Progress Check/Home Connect—pp. 235–236
	  ○ Conduct research to answer a question.
	  ○ Conduct a short research project to answer a question, drawing on several sources, both in print and online
	• Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242
	• Assignment: Write the final draft—p. 248
	
	GRADE 7 TEACHER'S EDITION
	Extend Thinking
	• Investigate (research living in space and under water)—TE p. 58
	• Critical Response (research/create a time line)—TE p. 68
	• Investigate (research Thoreau's ideas/give a multimedia presentation)—TE p. 91
	• Critical Response (research online/analyze themes/share ideas with a partner)—TE p. 100
	• Investigate (research/summarize how landforms are made)—TE p. 123
	• Initiate a Debate (research use of technology/take pro or con position)—TE p. 132
	• Apply Concepts (research industry and environment)—TE p. 179
	• Evaluate (consider claims and reasoning)/research topic, provide evidence that supports or refutes claims)—TE p. 188
	
	Digital Connection
	• Chapter 1 Online Research—TE p. 15
	• Chapter 2 Finding Primary Sources Online—TE p. 47
	• Chapter 4 Using Online Tools—TE p. 111
	• Chapter 5 Read or Research—TE p. 143
	• Chapter 6 Primary Sources Online—TE p. 167
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 1: Planning
	    ◦ Why am I writing? (identify questions about a topic/research the answers in multiple sources)—p. 2
	    ◦ What is my purpose? (answer questions that came up during planning and research)—p. 2
	    ◦ Researching Your Topic—p. 4
	• Instruction & Practice Lesson Plans
	  ○ Step 1: Planning
	    ◦ Assignment/Genre (share information gathered from several sources)—pp. 1 and 2

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Research to Build and Present Knowledge

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W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 10 Text Types and Purposes: Write Research Reports
	• Progress Check/Home Connect—pp. 235–236
	  ○ Gather relevant information from outside sources.
	  ○ Draw evidence from informational texts to support analysis, reflection, and research.
	• Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242
	• Assignment: Write the final draft—p. 248
	
	GRADE 7 TEACHER'S EDITION
	Analyze a Student Model
	• Include a List of Sources (sources are credible and reliable/ avoid plagiarism)—TE p. 240
	
	Create: Note-Taking
	• Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 241
	
	Peer Collaboration
	• Have students work in teams on research reports—TE p. 241
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 1: Planning
	    ◦ Researching Your Topic—p. 4
	      • Where to Look
	      • How to Search (use search terms)
	      • How to Judge (accurate, credible sources)
	      • How to Take Notes
	      • How to Cite Sources
	    ◦ Digital Tip
	  ○ Step 4: Editing Tips—p. 10
	    ◦ Using Quotations (avoid plagiarism)
	    ◦ Citing Sources
	• Instruction & Practice Lesson Plans
	  ○ Step 1: Planning—pp. 3 and 4
	    ◦ Finding Supporting Evidence
	    ◦ Researching Your Topic
	    ◦ Digital Integration
	    ◦ Support English Language Learners

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Research to Build and Present Knowledge

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
W.7.9.A Apply grade 7 Reading standards 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").	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Literary Texts: Chapters 1, 3, 5** • Guided Instruction 　○ Cite Evidence—pp. 12–16, 20–24, 28–32, 76–80, 84–88, 92–96, 140–144, 148–152 　○ Check Comprehension—pp. 13, 15, 17 21, 23, 25 29, 31, 33 77, 79, 81 85, 87, 89 93, 95, 97 141, 143, 145 149, 151, 153 • Independent Practice 　○ Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154 　○ Check Comprehension—pp. 19, 27, 43, 83, 91, 107, 147, 155 • Connect Across Texts 　○ Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 36–37, 102–103, 156–157 **GRADE 7 TEACHER'S EDITION** **Literary Texts: Chapters 1, 3, 5** • Independent Practice 　○ Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155 **Literary Text** • Evaluate a Writer's Work—TE p. 198 **Review** • Analyzing Literary Elements—TE p. 198 **Extend Thinking** • Analyzing Narratives—TE p. 199
W.7.9.B Apply grade 7 Reading standards 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").	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Informational Texts: Chapters 2, 4, 6** • Guided Instruction 　○ Cite Evidence—pp. 44–48, 52–56, 60–64, 108–112, 116–120, 124–128, 164–168, 172–176, 180–184 　○ Check Comprehension—pp. 45, 47, 49, 53, 55, 57, 61, 63, 65, 109, 111, 113, 117, 119, 121, 125, 127, 129, 165, 167, 169, 173, 175, 177, 181, 183, 185 *continued*

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Research to Build and Present Knowledge

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	• Independent Practice
	   ○ Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186
	   ○ Check Comprehension—pp. 51, 59, 75, 115, 123, 139, 171, 179, 187
	• Connect Across Texts
	   ○ Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 69, 133, 189
	
	GRADE 7 TEACHER'S EDITION
	Informational Texts: Chapters 2, 4, 6
	• Independent Practice
	   ○ Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187
	
	Informational Texts
	• Evaluate a Writer's Work—TE p. 198

Range of Writing

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Connect Across Texts** • Analyze Literary Elements (write a brief essay)—Chapter 1, p. 36 • Support a Claim (write a brief essay)—Chapter 2, p. 68; Chapter 4, p. 142; Chapter 5, p. 156 • Compare and Contrast Texts (write a brief essay)—Chapter 3, p. 100; Chapter 6, p. 188 • Connect to the Essential Question/Connect to the Theme (answer short essay questions)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 **Write About It** • Students write to a short response to the reading selection(s) in the Chapter Review—Chapter 1, p. 40; Chapter 2, p. 72; Chapter 3, p. 104; Chapter 4, p. 136; Chapter 5, p. 160; Chapter 6, p. 192 *continued*

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Range of Writing

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	Speaking and Listening • Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Analyze a student model then outline and write a first draft—pp. 196–199 • Assignment: Write the final draft—p. 206 **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts** • Analyze a student model then outline and write a first draft—pp. 210–213 • Assignment: Write the final draft—p. 220 **Chapter 9 Text Types and Purposes: Write Evidence-Based Texts** • Analyze a student model then outline and write a first draft—pp. 224–227 • Assignment: Write the final draft—p. 234 **Chapter 10 Research to Build and Present Knowledge: Write Research Reports** • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 238–242 • Assignment: Write the final draft—p. 248 **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Analyze a student model then outline and write a first draft—pp. 252–255 • Assignment: Write the final draft—p. 262 **GRADE 7 TEACHER'S EDITION** **Writearound** • Students in a group of four complete sentence starters to produce summaries of the text—TE pp. 17, 57, 113 **Extend Thinking** • Write a Hero Story—TE p. 36 **Digital Connection: Posting an Historical Drama** • Write a one-act play based on an historical event—TE p. 262

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SPEAKING AND LISTENING

Comprehension and Collaboration

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 TEACHER'S EDITION** **Peer Collaboration** • Chapter 2, TE p. 65; Chapter 4, TE p. 129; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 241; Chapter 10, TE p. 245; Chapter 11, TE p. 259 **Discussion Skills** • Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 **Turn and Talk** • Chapter 1, TE p. 25; Chapter 3, TE p. 81; Chapter 4, TE p. 121; Chapter 5, TE p. 145; Chapter 6, TE p. 177
SL.7.1.A 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.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Connect Across Texts** • Analyze Literary Elements (be prepared to discuss your ideas with the class)—Chapter 1, p. 36 • Support a Claim (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 4, p. 132 • Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 **Speaking and Listening** • Discuss/Return to the Essential Question (prepare for a class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist ○ Did I? Come to the discussion prepared and stay on the topic?—p. 204 *continued*

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SPEAKING AND LISTENING

Comprehension and Collaboration

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	GRADE 7 DIGITAL RESOURCES **Chapters 2, 4, 6, 8, 10** • Instructional Videos ○ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)

SL.7.1.B
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189
	
	Speaking and Listening
	• Discuss/Return to the Essential Question (small group/class discussion; follow discussion rules)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260
	• Good Speaker/Good Listener Checklist
	  ○ Did I? Help define individual roles during discussions?—p. 204
	
	GRADE 7 TEACHER'S EDITION
	Discussion Skills
	• Follow rules of collegial discussion—Chapter 7, TE p. 204; Chapter 10, TE p. 246
	• Assign roles: Facilitator, Timekeeper, Note-taker, and Reporter—Chapter 4, TE p. 121; Chapter 5, TE p. 145; Chapter 6, TE p. 169
	
	GRADE 7 DIGITAL RESOURCES
	Chapters 2, 4, 6, 8, 10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (follow rules for discussion/choose discussion leader/establish an order for speaking/keep track of group goals)

SL.7.1.C 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.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Connect Across Texts** • Connect to the Essential Question/Connect to Theme (pose/answer questions using evidence from chapter texts in small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 *continued*

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SPEAKING AND LISTENING

Comprehension and Collaboration

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	Speaking and Listening • Discuss/Return to the Essential Question (questions asked and answered in small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 **GRADE 7 TEACHER'S EDITION** **Peer Collaboration** • Ask/respond to questions then discuss answers, making changes as warranted—Chapter 2, TE p. 65; Chapter 4, TE p. 129; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 241; Chapter 10, TE p. 245; Chapter 11, TE p. 259 **Discussion Skills** • Pose questions/respectfully request evidence, clarification, elaboration, rephrasing, and examples as needed—Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 **Speaking and Listening Presentation** • Ask and answer questions—TE pp. 35, 67, 99, 131, 187 **Reciprocal Teaching** • Questioner will pose questions—TE p. 97 **GRADE 7 DIGITAL RESOURCES** **Chapters 2, 4, 6, 8, 10** • Instructional Videos ○ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions and respond to other's questions and comments)

SL.7.1.D
Acknowledge new information expressed by others and, when warranted, modify their own views.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189
	
	Speaking and Listening
	• Discuss/Return to the Essential Question
	  ○ Good Speaker/Good Listener Checklist
	    ◦ Did I? Revise my own views when presented with new evidence or information?—p. 204
	
	continued

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SPEAKING AND LISTENING

Comprehension and Collaboration

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	○ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 　◦ Ideas I Agree or Disagree With 　◦ New Ideas I Had During Discussion 　◦ Questions I Asked 　◦ Questions I Answered **GRADE 7 TEACHER'S EDITION** **Turn and Talk** • Discuss and revise answers to comprehension questions with a partner—Chapter 1, TE p. 25; Chapter 3, TE p. 81; Chapter 4, TE p. 121; Chapter 5, TE p. 145; Chapter 6, TE p. 177 **Speaking and Listening Presentation** • Listen attentively and ask questions/elicit responses from students of different cultural backgrounds—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 **Peer Collaboration** • Discuss answers to questions and then make changes to answers when warranted based on partner feedback—Chapter 2, TE p. 65; Chapter 4, TE p. 129; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 241; Chapter 10, TE p. 245; Chapter 11, TE p. 259 **Discussion Skills** • Evaluate others' opinions/Does evidence support this opinion?—TE p. 232 **Evaluate a Writer's Work** • Answer opposing claims effectively—TE p. 254 **GRADE 7 DIGITAL RESOURCES** **Chapters 2, 4, 6, 8, 10** • Instructional Videos 　○ Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints)
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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SPEAKING AND LISTENING

Comprehension and Collaboration

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ⁿᵈ ED., LEVEL G / GRADE 7
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Comparing and Contrasting Versions: "The Last of the Mohicans" by James Fenimore Cooper (Historical Fiction, excerpt)/"Exciting Mohicans Diverges from the Novel" (Movie Review)—pp. 140–147 **GRADE 7 DIGITAL RESOURCES** **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Parent Resources ○ Chapter 5 Home Connect Activity: Compare Original Text and Multimedia Version (graphic organizer)

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.
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189
	
	Speaking and Listening
	• Discuss/Return to the Essential Question
	  ○ Good Speaker/Good Listener Checklist
	    ◦ Did I? Distinguish claims that are supported by reasons and evidence from claims that are not?—Chapter 7, p. 204
	  ○ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260
	    ◦ Ideas I Agree or Disagree With
	    ◦ New Ideas I Had During Discussion
	    ◦ Questions I Asked
	    ◦ Questions I Answered
	continued

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	GRADE 7 TEACHER'S EDITION
	Review
	• Evaluate an Argument (reasoned judgments are supported by evidence, facts are true statements that can be verified, and opinions are someone's viewpoint that is not supported by evidence)—TE p. 182
	
	GRADE 7 TEACHER'S EDITION
	Review
	• Evaluate an Argument (reasoned judgments are supported by evidence, facts are true statements that can be verified, and opinions are someone's viewpoint that is not supported by evidence)—TE p. 182
	
	Evaluate a Writer's Work
	• Evaluate the evidence used to support the claim (evidence-based text must use facts to support its ideas)—TE p. 226
	
	Discussion Skills
	• Evaluate others' opinions—Chapter 9, TE p. 232
	
	GRADE 7 DIGITAL RESOURCES
	Chapters 2, 4, 6, 8, 10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (explain a speaker's argument and specific claims)
	
	Related content
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 6 Integration of Knowledge and Ideas
	Informational Texts
	• Evaluating Arguments: "What Forests Offer Us" By Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 172–179
	
	GRADE 7 DIGITAL RESOURCES
	Chapter 6 Integration of Knowledge and Ideas
	Informational Texts
	• Instructional Videos
	  ○ Evaluating Arguments
	• Parent Resources
	  ○ Chapter 6 Home Connect Conversation Starter: Pros and Cons of an Argument (graphic organizer)

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SPEAKING AND LISTENING

Presentation of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Speaking and Listening** • Discuss/Return to the Essential Question—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 • Good Speaker/Good Listener Checklist ○ Did I? Present relevant claims and other ideas in a logical manner?/Speak at correct volume, use clear pronunciation, and make eye contact?—p. 204 **GRADE 7 TEACHER'S EDITION** **Speaking and Listening Presentation** • Prepare and make a formal presentation with claims, supporting facts and details/speak clearly, maintain eye contact with listeners/use multimedia/adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 **Extend Thinking** • Draw Conclusions (present to class)—TE p. 27 • Write a Hero Story (read to class/evaluate)—TE p. 36 • Investigate (living in space or under water/present findings)—TE p. 58 • Critical Response (create a time line/share with class)—TE p. 68 • Investigate (research Thoreau's ideas/give a multimedia presentation)—TE p. 91 • Critical Response (research online/analyze themes/share ideas with a partner)—TE p. 100 • Critique (analyze author's style and tone)/present ideas to class)—TE p. 115 • Critical Response (analyze movie adaptations/share ideas with a partner)—TE p. 156 • Apply Concepts (compare written and delivered speech, speaker techniques, audience response, present findings to the class)—TE p. 171 • Apply Concepts (industry and environment/analyze claims, look for facts, opnions, and reasoned judgments/share work with the class)—TE p. 179 *continued*

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SPEAKING AND LISTENING

Presentation of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

	GRADE 7 DIGITAL RESOURCES
	Chapters 2, 4, 6, 8, 10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 5: Producing, Publishing, and Presenting
	    ◦ Speaking Tips (giving an oral presentation)—p. 12
	      • Use language that suits your audience and the occasion.
	      • Speak loudly and clearly so that everyone can hear and understand you.
	      • Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners.
	      • Change the pitch, rate, and loudness of your voice to express your ideas.
	      • Make eye contact with your listeners and watch for audience feedback.
	      • If you include visuals, pause to allow your audience to view and respond to them.
	      • Ask your listeners if they have any questions after you have finished speaking. Listen carefully and respectfully to the questions. Take time to think before you respond, and then answer politely.
	
	Related content (phrasing, expression, intonation, rate, and accuracy)
	
	GRADE 7 DIGITAL RESOURCES
	Fluency Practice (Chapters 1—6)
	• Chapter Fluency Practice
	  ○ Chapter 1 "Courage in the Water" (Realistic Fiction)
	  ○ Chapter 2 "A Man on the Moon" (Explanatory Text with Speech)
	  ○ Chapter 3 "A Valentine" (Poetry)
	  ○ Chapter 4 "Hurricanes: Earth's Most Violent Storms" (Technical Text)
	  ○ Chapter 5 "The Last of the Mohicans" (Historical Fiction)
	  ○ Chapter 6 "Save the World's Forests" (Scientific Text/ Opinion Piece)
	• Fluency Practice: Teaching Suggestions
	  The Teacher's Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.

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SPEAKING AND LISTENING

Presentation of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
	GRADE 7 TEACHER'S EDITION
	Speaking and Listening Presentation
	• Use multimedia/visual elements to support points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187
	
	Extend Thinking
	• Critical Response (prepare timeline with photos and share with class)—TE p. 68
	• Investigate (present findings in a paper or multimedia presentation)—TE p. 91
	
	Digital Connection: Using Multimedia
	• Using Multimedia (prepare and share multimedia presentations with the class)—TE p. 220
	
	GRADE 7 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 5: Producing, Publishing and Presenting
	    ◦ Speaking Tips (when using visuals or audio, pause to allow your audience to respond to them)—p. 12
	• Instruction & Practice Lesson Plans
	  ○ Step 5: Producing, Publishing and Presenting
	    ◦ Assignment: Digital Presentation (multimedia presentations)—pp. 11 and 12
	
	Related content
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITIONE
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• 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. 164–171

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LANGUAGE

Presentation of Knowledge and Ideas

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)
	GRADE 7 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
	
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Speaking and Listening
	• Good Speaker/Good Listener Checklist
	  ○ Did I? Use formal English when appropriate?—p. 204
	
	GRADE 7 TEACHER'S EDITION
	Speaking and Listening Presentation
	• Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187
	
	GRADE 7 DIGITAL RESOURCES
	Chapters 2, 4, 6, 8, 10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 5 Producing, Publishing, and Presenting
	    ◦ Remember that written English and spoken English are different—p. 12

LANGUAGE

Conventions of Standard English

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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LANGUAGE

Conventions of Standard English

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ⁿᵈ ED., LEVEL G / GRADE 7

L.7.1.A
Explain the function of phrases and clauses in general and their function in specific sentences.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Function of Phrases and Clauses—pp. 200–201
	GRADE 7 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Function of Phrases and Clauses
	• Additional Practice
	  ○ Additional Practice: Function of Phrases and Clauses
	• Instructional Videos
	  ○ Function of Phrases and Clauses

L.7.1.B
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229
	GRADE 7 DIGITAL RESOURCES
	Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays
	• Instruction & Practice
	  ○ Language: Simple, Compound, Complex, and Compound-Complex Sentences
	• Additional Practice
	  ○ Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences
	• Instructional Videos
	  ○ Simple, Compound, Complex, and Compound-Complex Sentences
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 4 Editing: Editing Checklist
	    ◦ Sentences
	      • I have a good mix of simple, compound, and complex sentences—p. 8

L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Language** • Phrase and Clause Placement—p. 214 • Misplaced Modifiers—p. 215 • Dangling Modifiers—p. 245 *continued*

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LANGUAGE

Conventions of Standard English

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7

	GRADE 7 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Phrase and Clause Placement
	  ○ Language: Misplaced Modifiers
	• Additional Practice
	  ○ Additional Practice: Phrase and Clause Placement; Misplaced Modifiers
	• Instructional Videos
	  ○ Phrases and Clause Placement
	  ○ Misplaced Modifiers
	
	Chapter 10 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Dangling Modifiers
	• Additional Practice
	  ○ Additional Practice: Dangling Modifiers
	• Instructional Videos
	  ○ Dangling Modifiers
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 4 Editing: Editing Checklist
	    ◦ Sentences
	      • None of my sentences contain a misplaced or dangling modifier—p. 8

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.

L.7.2.A
Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Coordinate and Cumulative Adjectives—pp. 256–257
	GRADE 7 DIGITAL RESOURCES
	Chapter 11 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Coordinate and Cumulative Adjectives
	• Additional Practice
	  ○ Additional Practice: Coordinate and Cumulative Adjectives
	• Instructional Videos
	  ○ Coordinate and Cumulative Adjectives

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Conventions of Standard English

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ⁿᵈ ED., LEVEL G / GRADE 7

L.7.2.B
Spell correctly.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Standard Capitalization, Punctuation, and Spelling—p. 230
	
	End-of-Book Resource
	• Glossary—pp. 263–269
	
	GRADE 7 DIGITAL RESOURCES
	Student Resources (each chapter)
	• Glossary
	
	Chapter 9 Text Types and Purposes: Write Evidence-Based Texts
	• Instruction & Practice
	  ○ Language: Standard Capitalization, Punctuation, and Spelling
	• Additional Practice
	  ○ Standard Capitalization, Punctuation, and Spelling
	• Instructional Videos
	  ○ Standard Capitalization, Punctuation, and Spelling
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 4 Editing: Editing Checklist—p. 8
	    ◦ Spelling
	      • I have used a print or online dictionary to check spellings I am unsure about.
	      • I have correctly used frequently confused words, such as homophones (their/there/they're; two/to/too; sew/so)
	
	Other grades
	
	GRADE 6 DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Spelling
	• Additional Practice
	  ○ Spelling
	
	GRADE 8 DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Correct Spelling
	• Additional Practice
	  ○ Correct Spelling

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LANGUAGE

Knowledge of Language:

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Progress Check/Home Connect—pp. 249–250 　○ Use language to express ideas precisely and concisely. **Language** • Expressing Ideas Precisely and Concisely—pp. 258–259 **GRADE 7 TEACHER'S EDITION** **Peer Collaboration** • Examine each other's writing for vague language, wordiness, or redundancy—TE p. 259 **GRADE 7 DIGITAL RESOURCES** **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Instruction & Practice 　○ Language: Expressing Ideas Precisely and Concisely • Additional Practice 　○ Additional Practice: Expressing Ideas Precisely and Concisely • Instructional Videos 　○ Expressing Ideas Precisely and Concisely

Vocabulary Acquisition and Use

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. *continued*

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GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Language** • Context Clues—p. 134 **GRADE 7 TEACHER'S EDITION** **Comprehension Check** • Context clues—TE pp. 67, 123 **Guided Instruction** • Cite Evidence (context clues)—TE pp. 109, 140 **Support English Language Learners** • Context clues—TE p. 134 **GRADE 7 DIGITAL RESOURCES** **Chapter 4 Craft and Structure: Informational Texts** • Instruction & Practice ○ Language: Context Clues

L.7.4.B
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Greek and Latin Roots—p. 134
	• Greek and Latin Affixes—p. 190
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Greek and Latin Affixes—p. 38
	• Greek and Latin Roots—p. 70
	GRADE 7 TEACHER'S EDITION
	Support English Language Learners
	• Study words in the affix chart—TE p. 38
	• Break up words to find Latin roots—TE p. 70
	
	Other grade
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts
	• Instruction & Practice
	  ○ Language: Greek and Latin Affixes and Roots
	• Additional Practice
	  ○ Greek and Latin Affixes and Roots
	• Instructional Videos
	  ○ Greek and Latin Affixes and Roots
	
	Foundational Skills Handbook
	• Instruction & Practice/Lesson Plans/Additional Practice
	  ○ Base Words
	  ○ Prefixes
	  ○ Suffixes
	  ○ Greek and Latin Roots

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GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
L.7.4.C 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. **L.7.4.D** 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 STUDENT EDITION/TEACHER'S EDITION** **Chapter 2 Key Ideas and Details: Informational Texts** • Drawing Inferences: "New Frontiers: The Ocean" (Explanatory Text)—pp. 44–51 ○ Guided Instruction Use a dictionary to look up unfamiliar words—p. 45 **Language** • Figurative Language (use a print/online dictionary)—p. 102 • Context Clues (inferred meaning of unfamiliar word)—p. 134 • Word Meanings (use a dictionary)—p. 158 **End-of-Book Resource** • Glossary—pp. 263–269 **GRADE 7 TEACHER'S EDITION** **Words to Know** • General Academic Vocabulary/Domain-Specific Vocabulary (definitions)—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 **Support English Language Learners** • Use a dictionary to determine the meaning of a scientific terms—TE pp. 45, 173 **Independent Practice** • Cite Evidence (use dictionary to check inference)—TE p. 146 **Differentiate Instruction** • Use a dictionary or thesaurus as necessary—TE p. 202 **GRADE 7 DIGITAL RESOURCES** **Student Resources** (each chapter) • Glossary
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts.
L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Chapter 2 Key Ideas and Details: Informational Texts** • Analyzing Texts: "The Mariana Trench" (Feature Article)—pp. 60–67 ○ Cite Evidence (underline figures of speech)—p. 66 *continued*

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GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	Language • Figurative Language: Figures of Speech (allusions)—p. 102 **GRADE 7 DIGITAL RESOURCES** **Chapter 3 Craft and Structure: Literary Texts** • Instruction & Practice ○ Language: Figures of Speech

L.7.5.B
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Context Clues (antonyms/synonyms)—p. 134
	• Word Meanings (synonyms with a different connotation)—p. 158
	• Word Relationships—pp. 190, 202
	GRADE 7 TEACHER'S EDITION
	Support English Language Learners
	• Additional practice with synonyms—TE p. 190
	GRADE 7 DIGITAL RESOURCE
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Word Relationships
	• Additional Practice
	  ○ Word Relationships
	• Instructional Videos
	  ○ Word Relationships

L.7.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
	GRADE 7 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Analyzing Literary Language: "A Valentine"/"Annabel Lee" by Edgar Allan Poe (Poetry)—pp. 76–83
	  ○ Denotation and connotation—p. 77
	Language
	• Word Meanings (denotation/connotation)—p. 158
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• 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. 164–171
	  ○ Loaded language (highly emotional connotations)—pp. 166, 168, 170
	Language
	• Expressing Ideas Precisely and Concisely (connotation)—pp. 258–259

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GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
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.	**GRADE 7 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Mississippi College- and Career-Readiness Standards for English Language Arts. **GRADE 7 STUDENT EDITION/TEACHER'S EDITION** **Words to Know** • General academic and domain-specific words—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 **Language** • Context Clues—p. 134 • Word Meanings (connotations)—p. 158 • Word Relationships—pp. 190, 202 • Expressing Ideas Precisely and Concisely (understand meanings and connotations)—pp. 258–259 **GRADE 7 TEACHER'S EDITION** **Vocabulary Overview** • General Academic Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 • Domain/Content-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 **Words to Know** • General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 • Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182 *continued*

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GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL G / GRADE 7
	• Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 **GRADE 7 DIGITAL RESOURCE** **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Instruction & Practice ○ Language: Word Relationships • Additional Practice ○ Word Relationships • Instructional Videos ○ Word Relationships **Chapter 11 Text Types and Purposes: Write Opinion Pieces** • Instruction & Practice ○ Language: Expressing Ideas Precisely and Concisely • Additional Practice ○ Additional Practice: Expressing Ideas Precisely and Concisely • Instructional Videos ○ Expressing Ideas Precisely and Concisely