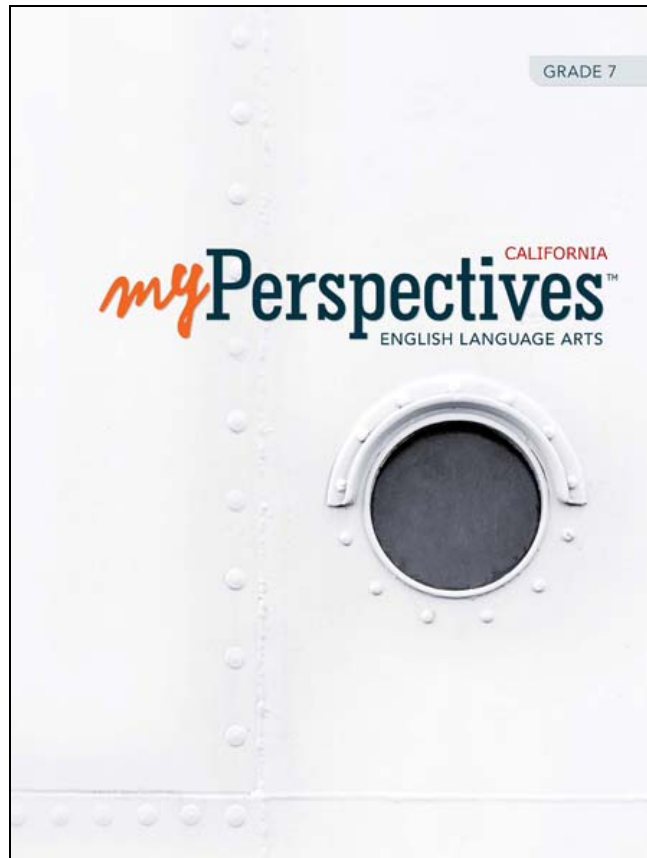


A Correlation of



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To the

California English-Language Arts Content Standards Grade 7

Correlation to the California Common Core State Standards for English Language Arts, Grade 7

Grade 7 Reading Standards for Literature		
STANDARD CODE	Standard	Print and Interactive Editions
Key Ideas and Details		
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: <i>Two Kinds</i> : 26; <i>Dark They Were, and Golden-Eyed</i> : 142; <i>The Last Dog</i> : 197; <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 260; <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 292; <i>The Grapes of Wrath</i> : 462; <i>The Circuit</i> : 476; <i>Small-Group Performance Task</i> : 528
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 292; <i>He—y, Come On Ou—t!</i> : 427; <i>The Grapes of Wrath</i> : 463; <i>The Circuit</i> : 477, 480
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	SE/TE: <i>The Last Dog</i> : 197; <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 261; <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 293; <i>Thank You, M'am</i> : 321; <i>He—y, Come On Ou—t!</i> : 427; <i>The Grapes of Wrath</i> : 463
Craft and Structure		
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.)	SE/TE: <i>Mother to Son/To James</i> : 101, 102; <i>Dark They Were, and Golden-Eyed</i> : 143; <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 262; <i>The Grapes of Wrath</i> : 465
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	SE/TE: <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 261; <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 293; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 409
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	SE/TE: <i>Two Kinds</i> : 27; <i>Thank You, M'am</i> : 323
Integration of Knowledge and Ideas		
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	SE/TE: <i>Dark They Were, and Golden-Eyed Media</i> : 150-151; <i>A Christmas Carol Video</i> : 302-303
RL.7.8	NA	
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical	SE/TE <i>The Grapes of Wrath</i> : 466-467

	account of the same period as a means of understanding how authors of fiction use or alter history.	
Range of Reading and Level of Text Complexity		
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: <i>Two Kinds</i> : 12; <i>Dark They Were, and Golden-Eyed</i> : 126; <i>Dark They Were, and Golden-Eyed Media</i> : 146; <i>The Last Dog</i> : 182; <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 234; <i>A Christmas Carol: Scrooge and Marley, Act 11</i> : 264; <i>A Christmas Carol Video</i> : 298; <i>Thank You, M'am</i> : 314; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 402; <i>He—y, Come On Ou—t!</i> : 420; <i>The Grapes of Wrath</i> : 456; <i>The Circuit</i> : 468
Grade 7 Reading Standards for Informational Text		
STANDARD CODE	Standard	Print and Interactive Editions
Key Ideas and Details		
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: <i>A Simple Act</i> : 38; <i>Learning to Love My Mother</i> : 83; <i>Tutors Teach Seniors New High-Tech Tricks</i> : 67; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 158; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 180; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 209; <i>Silent Spring</i> : 366; <i>Nobel Speech</i> : 382; <i>The Story of My Life</i> : 510; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 525
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.	SE/TE: <i>Tutors Teach Seniors New High-Tech Tricks</i> : 67; <i>Mom & Me & Mom</i> : 78; <i>Silent Spring</i> : 367
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).	SE/TE: <i>Mom & Me & Mom</i> : 78; <i>An American Childhood</i> : 329; <i>A Work in Progress</i> : 501; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 525
Craft and Structure		
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.)	SE/TE: <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 208; <i>Silent Spring</i> : 367; <i>A Work in Progress</i> : 501
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. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.	SE/TE: <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 159; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 525
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	SE/TE: <i>A Simple Act</i> : 39; <i>An Invisible Thread</i> : 47; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 179; <i>A Work in Progress</i> : 501; <i>The Story of My</i>

	others.	<i>Life</i> : 510
Integration of Knowledge and Ideas		
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	SE/TE : <i>Learning to Love My Mother</i> : 84-85; <i>Al Gore’s Nobel Acceptance Speech</i> : 390-391; <i>The Miracle Worker</i> : 516-517
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.	SE/TE : <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 209; <i>Nobel Speech</i> : 383
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.	SE/TE : <i>An Invisible Thread</i> : 47, 50
Range of Reading and Level of Text Complexity		
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE : <i>A Simple Act</i> : 32; <i>An Invisible Thread</i> : 42; <i>Tutors Teach Seniors New High-Tech Tricks</i> : 62; <i>Mom & Me & Mom</i> : 70; <i>Mother-Daughter Drawings</i> : 86; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 152; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 174; <i>Ellen Ochoa, Director, Johnson Space Center</i> : 200; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 204; <i>An American Childhood</i> : 324; <i>Urban Farming Is Growing a Greener Future</i> : 332; <i>Silent Spring</i> : 362; <i>Nobel Speech</i> : 372; <i>Al Gore’s Nobel Acceptance Speech</i> : 386; <i>Eagle Tracking at Follensby Pond</i> : 412; <i>Surviving the Dust Bowl</i> : 452; <i>A Work in Progress</i> : 492; <i>The Story of My Life</i> : 504; <i>The Miracle Worker</i> : 512; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 518
Grade 7 Writing Standards		
STANDARD CODE	Standard	Print and Interactive Editions
Text Types and Purposes		
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	SE/TE : <i>Dark They Were, and Golden-Eyed Media</i> : 151; <i>Whole-Class Performance Task</i> : 164; 392, 394 <i>Small-Group Performance Task</i> : 213; <i>Al Gore’s Nobel Acceptance Speech</i> : 391
W.7.1.a	Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE : <i>Dark They Were, and Golden-Eyed Media</i> : 151; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 162; <i>Whole-Class Performance Task</i> : 165, 166, 168; 393, 396 <i>Small-Group Performance Task</i> : 213; <i>A Christmas Carol Video</i> : 303; <i>Silent Spring</i> : 370
W.7.1.b	Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE/TE : <i>Dark They Were, and Golden-Eyed Media</i> : 151; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 162; <i>Whole-Class Performance Task</i> : 165; 393, <i>Small-Group Performance Task</i> : 213; <i>A Christmas Carol Video</i> : 303; <i>Silent Spring</i> : 370; <i>Al Gore’s Nobel Acceptance Speech</i> : 391

W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE/TE: <i>Whole-Class Performance Task:</i> 166; 396; <i>Small-Group Performance Task:</i> 213; <i>A Christmas Carol Video:</i> 303; <i>Silent Spring:</i> 370
W.7.1.d	Establish and maintain a formal style.	SE/TE: <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 162; <i>Whole-Class Performance Task:</i> 169; 394
W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 162; <i>Whole-Class Performance Task:</i> 166; 396 <i>A Christmas Carol Video:</i> 303
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.	SE/TE: <i>An Invisible Thread:</i> 51; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:</i> 211; <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 304, 306; 482, 486; <i>Small-Group Performance Task:</i> 340; <i>The Grapes of Wrath:</i> 467; <i>The Circuit:</i> 480
W.7.2.a	Introduce a topic or thesis statement 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.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 304, 306; <i>Small-Group Performance Task:</i> 340; 484; <i>The Miracle Worker:</i> 517; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 527
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: <i>An Invisible Thread:</i> 51; <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 304, 306; 483; 484; 486; <i>Small-Group Performance Task:</i> 340; <i>The Grapes of Wrath:</i> 467; <i>The Circuit:</i> 480; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation:</i> 527
W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 308; <i>Small-Group Performance Task:</i> 340
W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 307; 486; <i>The Grapes of Wrath:</i> 467
W.7.2.e	Establish and maintain a formal style.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 306; 486; <i>Small-Group Performance Task:</i> 529
W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 162; <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 296; <i>Whole-Class Performance Task:</i> 484
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TE: <i>Whole-Class Performance Task:</i> 52, 56; <i>The Last Dog:</i> 199; <i>Thank You, M'am:</i> 323; <i>He—y, Come On Ou—t!:</i> 429
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.	SE/TE: <i>Two Kinds:</i> 30; <i>Whole-Class Performance Task:</i> 52, 54; <i>Mother to Son/To James:</i> 103; <i>He—y, Come On Ou—t!:</i> 429

W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TE: <i>Two Kinds</i> : 30; <i>Whole-Class Performance Task</i> : 52, 53; <i>Mother to Son/To James</i> : 103; <i>The Last Dog</i> : 199; <i>Thank You, M'am</i> : 323
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.	SE/TE: <i>Whole-Class Performance Task</i> : 52, 54
W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE/TE: <i>Whole-Class Performance Task</i> : 52, 56; <i>Thank You, M'am</i> : 323
W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE/TE: <i>Whole-Class Performance Task</i> : 52, 56; <i>The Last Dog</i> : 199; <i>He—y, Come On Ou—t!</i> : 429
Production and Distribution of Writing		
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: <i>An Invisible Thread</i> : 51 <i>Whole-Class Performance Task</i> : 56, 168, 308, 394; <i>Thank You, M'am</i> : 323; <i>The Grapes of Wrath</i> : 467
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.)	SE/TE: <i>Two Kinds</i> : 31; <i>Whole-Class Performance Task</i> : 57, 169, 309, 397, 487
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.	SE/TE: <i>Urban Farming Is Growing a Greener Future</i> : 339; <i>Whole-Class Performance Task</i> : 392, 397
Research to Build and Present Knowledge		
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.	SE/TE: <i>Tutors Teach Seniors New High-Tech Tricks</i> : 69; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 211; <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 297; <i>Urban Farming Is Growing a Greener Future</i> : 339; <i>Silent Spring</i> : 371; <i>Eagle Tracking at Follensby Pond</i> : 419; <i>The Circuit</i> : 481; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 527; <i>Small-Group Performance Task</i> : 528
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.	SE/TE: <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 211; <i>Urban Farming Is Growing a Greener Future</i> : 339; <i>Silent Spring</i> : 371; <i>Eagle Tracking at Follensby Pond</i> : 419; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 527; <i>Small-Group Performance Task</i> : 528
W.7.9	Draw evidence from literary or informational	SE/TE: <i>Whole-Class Performance Task</i> : 53; 164, 304, 392,

	texts to support analysis, reflection, and research.	482; <i>The Grapes of Wrath</i> : 467
W.7.9.a	Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	SE/TE: <i>The Grapes of Wrath</i> : 467; <i>The Circuit</i> : 480
W.7.9.b	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	SE/TE: <i>Silent Spring</i> : 370; <i>The Miracle Worker</i> : 517
Range of Writing		
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: <i>Whole-Class Performance Task</i> : 57; 169; 309; 397; 483; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 162 <i>The Last Dog</i> : 199; <i>He—y, Come On Ou—t!</i> : 429
Grade 7 Speaking and Listening Standards		
STANDARD CODE	Standard	Print and Interactive Editions
Comprehension and Collaboration		
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	SE/TE: <i>Dark They Were, and Golden-Eyed Media</i> : 150; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 178; <i>The Last Dog</i> : 196; <i>Ellen Ochoa, Director, Johnson Space Center</i> : 203; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 208; <i>Share Your Independent Learning</i> :110, 218, 346, 436, 534; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 411; <i>The Grapes of Wrath</i> : 466; <i>A Work in Progress</i> : 503; <i>Small-Group Performance Task</i> : 529
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.	SE/TE: <i>Dark They Were, and Golden-Eyed Media</i> : 150; <i>Ellen Ochoa, Director, Johnson Space Center</i> : 203; ; <i>A Christmas Carol Video</i> : 302; <i>An American Childhood</i> : 331; <i>Al Gore’s Nobel Acceptance Speech</i> : 390; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 411; <i>The Circuit</i> : 481; <i>The Miracle Worker</i> : 516; <i>Small-Group Performance Task</i> : 529
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SE/TE: <i>Dark They Were, and Golden-Eyed Media</i> : 150; <i>Ellen Ochoa, Director, Johnson Space Center</i> : 203; ; <i>A Christmas Carol Video</i> : 302; <i>An American Childhood</i> : 331; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 411
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.	SE/TE: <i>Dark They Were, and Golden-Eyed Media</i> : 150; <i>Ellen Ochoa, Director, Johnson Space Center</i> : 203; ; <i>A Christmas Carol Video</i> : 302; <i>An American Childhood</i> : 331; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 411; <i>He—y, Come On Ou—t!</i> : 426; <i>The Circuit</i> : 481; <i>A Work in Progress</i> : 503

SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.	SE/TE: <i>Dark They Were, and Golden-Eyed Media:</i> 150; <i>Ellen Ochoa, Director, Johnson Space Center:</i> 203; <i>A Christmas Carol Video:</i> 302; <i>An American Childhood:</i> 331; <i>Turtle Watchers/Nature Is What We See/The Sparrow:</i> 411; <i>He—y, Come On Ou—t!:</i> 426; <i>The Grapes of Wrath:</i> 466
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.	SE/TE: <i>Mother-Daughter Drawings:</i> 92; <i>Dark They Were, and Golden-Eyed Media:</i> 146; <i>A Christmas Carol Video:</i> 302; <i>Small-Group Performance Task:</i> 341; 430; <i>Al Gore's Nobel Acceptance Speech:</i> 390; <i>The Grapes of Wrath:</i> 466; <i>A Work in Progress:</i> 503; <i>The Miracle Worker:</i> 516
SL.7.3	Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SE/TE: <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity:</i> 209; <i>Small-Group Performance Task:</i> 212; <i>Al Gore's Nobel Acceptance Speech:</i> 390;
Presentation of Knowledge and Ideas		
SL.7.4	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.	SE/TE: <i>Two Kinds:</i> 31; <i>Tutors Teach Seniors New High-Tech Tricks:</i> 69; <i>Small-Group Performance Task:</i> 105; 212; 431; 529; <i>Unit Reflection:</i> 115; <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 163; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets:</i> 181; <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 297; <i>Small-Group Performance Task:</i> 341; <i>Silent Spring:</i> 371; <i>The Circuit:</i> 481
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SE/TE: <i>Tutors Teach Seniors New High-Tech Tricks:</i> 69; <i>Mother-Daughter Drawings:</i> 92; <i>Small-Group Performance Task:</i> 105; 212; 431; 529; <i>Unit Reflection:</i> 115; <i>Danger! This Mission to Mars Could Bore you to Death!:</i> 163; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets:</i> 181; <i>Christmas Carol: Scrooge and Marley, Act 11:</i> 297; <i>Urban Farming Is Growing a Greener Future:</i> 339; <i>Small-Group Performance Task:</i> 341; <i>Silent Spring:</i> 371; <i>Turtle Watchers/Nature Is What We See/The Sparrow:</i> 411
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 for specific expectations.)	SE/TE: <i>Small-Group Performance Task:</i> 105; 213; 341; 431; 529
Grade 7 Language Standards		
STANDARD CODE	Standard	Print and Interactive Editions

Conventions of Standard English		
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: <i>Two Kinds</i> : 29; <i>A Simple Act</i> : 41; <i>Tutors Teach Seniors New High-Tech Tricks</i> : 68; <i>Mom & Me & Mom</i> : 79; <i>Dark They Were, and Golden-Eyed</i> : 145; <i>Danger! This Mission to Mars Could Bore you to Death!</i> : 161; <i>Whole-Class Performance Task</i> : 167; 397; 485, 487; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 180; <i>The Last Dog</i> : 198; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 210; <i>A Christmas Carol: Scrooge and Marley, Act 1</i> : 263; <i>Silent Spring</i> : 369; <i>A Work in Progress</i> : 502
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.	SE/TE: <i>Mom & Me & Mom</i> : 79; <i>Thank You, M'am</i> : 322; <i>An American Childhood</i> : 330; <i>Nobel Speech</i> : 385; <i>The Story of My Life</i> : 511
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11</i> : 295; <i>Whole-Class Performance Task</i> : 307
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	SE/TE: <i>Whole-Class Performance Task</i> : 395
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: <i>Whole-Class Performance Task</i> : 309; <i>An American Childhood</i> : 330; <i>He—y, Come On Ou—t!</i> : 428; <i>The Circuit</i> : 479; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 526
L.7.2.a	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	SE/TE: <i>An Invisible Thread</i> : 49; <i>The Circuit</i> : 479; <i>Whole-Class Performance Task</i> : 485, 487
L.7.2.b	Spell correctly.	SE/TE: <i>Whole-Class Performance Task</i> : 397; 487
Knowledge of Language		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE/TE: <i>Whole-Class Performance Task</i> : 55, 167, 307, 395; <i>Silent Spring</i> : 369; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 410; <i>Eagle Tracking at Follensby Pond</i> : 419
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	SE/TE: <i>Tutors Teach Seniors New High-Tech Tricks</i> : 68; <i>Mother to Son/To James</i> : 102; <i>Whole-Class Performance Task</i> : 307; 395; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 410; <i>The Grapes of Wrath</i> : 465
Vocabulary Acquisition and Use		
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: <i>A Simple Act</i> : 40; <i>Tutors Teach Seniors New High-Tech Tricks</i> : 62, 66; <i>Mom & Me & Mom</i> : 70; <i>Dark They Were, and Golden-Eyed Media</i> : 149; <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> : 178; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 204; <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> : 208; <i>An American Childhood</i> : 328; <i>Silent Spring</i> : 368; <i>Al Gore's Nobel Acceptance Speech</i> : 389; <i>Turtle Watchers/Nature Is What We See/The Sparrow</i> : 408; <i>The Grapes of Wrath</i> : 464; <i>The Circuit</i> : 478; <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> : 524
L.7.4.a	Use context (e.g., the overall meaning of a	SE/TE: <i>Mother-Daughter Drawings</i> : 94; <i>Mother to</i>

	sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<i>Son/To James: 94; Future of Space Exploration Could See Humans on Mars, Alien Planets: 174; The Last Dog: 182; Thank You, M'am: 314; He—y, Come On Ou—t!: 420; A Work in Progress: 492; The Story of My Life: 504; A Young Tinkerer Builds a Windmill, Electrifying a Nation: 518</i>
L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	SE/TE: <i>Two Kinds: 28; Mom & Me & Mom: 77; Dark They Were, and Golden-Eyed: 144; Danger! This Mission to Mars Could Bore you to Death!: 160; Future of Space Exploration Could See Humans on Mars, Alien Planets: 178; The Last Dog: 196; A Christmas Carol: Scrooge and Marley, Act 1: 262; Christmas Carol: Scrooge and Marley, Act 11: 294; Nobel Speech: 384; A Work in Progress: 500; The Story of My Life: 509</i>
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 or trace the etymology of words.	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11: 294; Thank You, M'am: 320; Turtle Watchers/Nature Is What We See/The Sparrow: 402; The Grapes of Wrath: 464</i>
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).	SE/TE: <i>Christmas Carol: Scrooge and Marley, Act 11: 294; An American Childhood: 328</i>
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: <i>Mother to Son/To James: 101; Thank You, M'am: 320; Turtle Watchers/Nature Is What We See/The Sparrow: 410; He—y, Come On Ou—t!: 426; The Grapes of Wrath: 465</i>
L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	SE/TE: <i>Dark They Were, and Golden-Eyed: 143; Silent Spring: 367</i>
L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	SE/TE: <i>Dark They Were, and Golden-Eyed: 144; An American Childhood: 324; Silent Spring: 368</i>
L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	SE/TE: <i>Mother to Son/To James: 100; Silent Spring: 367; Turtle Watchers/Nature Is What We See/The Sparrow: 410</i>
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: <i>Unit Opener: 4; 118; 226; 354; 444; Learning to Love My Mother: 80, 83; Dark They Were, and Golden Eyed Media: 149; A Christmas Carol Video: 301; An American Childhood: 328; Urban Farming Is Growing a Greener Future: 332; Eagle Tracking at Follensby Pond: 418; Surviving the Dust Bowl: 455; The Grapes of Wrath: 465; The Miracle Worker: 512, 515</i>

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