



SuccessMaker®

**New York State Next Generation
English Language Arts Learning Standards 2017
Grade 7**

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards 2017, Grade 7	SuccessMaker Item Descriptions	Item IDs
7R	Reading		
	Literary and Informational Text		
	Key Ideas and Details		
7R1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	Students read the informational text, "Olympics and Paralympics." Students also use compare and contrast relationships to gain meaning, analyze organizational patterns (compare and contrast), draw conclusions, make inferences, and use question-and-answer relationships (Right There).	smre_itr_01438
		Students will read the informational text "Blindness and the Brain" and answer Right There questions and Think and Search questions, make inferences, draw conclusions, and understand sentence structure.	smre_itr_001300
		Students read the informational text, "Teens Sailing Solo." Then students make inferences, answer inferential and evaluative questions, draw valid conclusions, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words.	smre_itr_02502
		Students read the informational text, "Dolphins to the Rescue." Students also identify explicit and implicit main ideas, summarize information, make inferences, and use question-and-answer relationships (Right There).	smre_itr_01424
		Students learn to make inferences based on explicit and implicit information.	smre_di_00434
		Students read the informational text, "Pioneers in American Music." Then students summarize text, use information from charts, make inferences, and answer Right-There questions. Students also use their knowledge of morphological families to understand academic vocabulary words.	smre_itr_02399
		Students read the informational text, "Animal Heroes: LuLu, the Potbellied Pig." Students also determine the meaning of multiple-meaning words, use question-and-answer relationships (Right There), identify the main idea and supporting details, and make inferences.	smre_itr_01425
		Students read the literary text, "The Frog Kisser of Hollow Wood." Students also determine the meaning of multiple-meaning words in context; use question-and-answer relationships (Right There); make inferences; and identify characters' actions, motives, emotions, traits, and feelings.	smre_itr_01447
		Students draw conclusions based on implied information.	smre_ip_01346
		Students read a passage and answer questions that require them to make inferences.	smre_pp_00541

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
		Students read the informational text, "Gandhi's Medicine: Satyagraha." Students also determine the meaning of similes, use question-and-answer relationships (Right There), identify cause-and-effect relationships, distinguish between major and minor details, make inferences, and draw conclusions.	smre_itr_01439
		Students identify explicit and implicit main ideas.	smre_ip_01324
		Students will read the informational text "Antarctica: Life in the Balance" and answer Right There questions, draw conclusions, make inferences, determine the author's purpose, and identify independent and subordinate clauses.	smre_itr_001299
		Students will learn to identify explicit and implicit main ideas.	smre_di_00424
		Students read the literary text, "Dance Dilemma." Students also draw conclusions based on implied information, use question-and-answer relationships (Right There), identify characters' actions and traits, and make predictions.	smre_itr_01446
		Students read the informational text, "Plague and Cholera." Students also use cause-and-effect relationships to gain meaning, analyze organizational patterns of text (compare and contrast), make inferences, identify explicit and implicit main ideas, and use question-and-answer relationships (Right There).	smre_itr_01426
		Students will read the literary passage "Terrence Teen: 2040" and answer Right There questions, draw conclusions, make inferences, and identify conjunctions and interjections.	smre_itr_001296
		Students will read the realistic fiction passage "Family Dog" and answer Right There questions; make inferences; identify characters' actions, motives, emotions, traits, and feelings; and understand the usage of commas.	smre_itr_001301
		Students read the informational text, "Building the Panama Canal." Students also summarize and paraphrase information, identify cause-and-effect relationships, make inferences, and use question-and-answer relationships (Right There).	smre_itr_01430
		Students learn to draw conclusions based on implied information.	smre_di_00446
		Students read the informational text, "Here Be Dragons." Students also use question-and-answer relationships (Right There), make inferences, make generalizations, and distinguish between the spellings of homophones.	smre_itr_001306
		Students make inferences based on explicit and implicit information.	smre_ip_01334

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
		Students read the literary text, "Sea Escape." Students also identify characters' actions, motives, emotions, traits, and feelings; recognize plot elements; make inferences; use question-and-answer relationships (Right There, Text and You), and make predictions.	smre_itr_01444
7R2	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.	Students learn to summarize a fiction text by identifying main characters and significant events.	smre_di_00442
		Students read the informational text, "Dolphins to the Rescue." Students also identify explicit and implicit main ideas, summarize information, make inferences, and use question-and-answer relationships (Right There).	smre_itr_01424
		Students summarize information by identifying main characters and significant events.	smre_ip_01342
		Students read the literary text, "From Corey Gordon's Extremely Private Diary: Chapter 1." Students also summarize information about main characters and significant events; identify characters' actions, motives, emotions, traits, and feelings; determine author's purpose; and use question-and-answer relationships (Right There).	smre_itr_01442
		Students read the informational text, "Pioneers in American Music." Then students summarize text, use information from charts, make inferences, and answer Right-There questions. Students also use their knowledge of morphological families to understand academic vocabulary words.	smre_itr_02399
		Students read a passage and summarize the main characters and significant events.	smre_pp_00531
		Students read the literary text, "Invasion of the Brother Kind." Students also use question-and-answer relationships (Right There, Think and Search), summarize information, draw conclusions, and understand common spelling errors.	smre_itr_001305
		Students read the literary text, "Riding the European Rails." Students also determine the meaning of synonyms; use question-and-answer relationships (Right There, Think and Search); summarize information; identify characters' actions, motives, emotions, traits, and feelings; and determine the author's purpose.	smre_itr_01431
		Students will read the informational text "Trumpeter Swans: One Tough Kind of Fancy" and answer Right There questions and Think and Search questions, identify the author's viewpoint, summarize text, and identify adjectives.	smre_itr_001293

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
		Students read the informational text, "Building the Panama Canal." Students also summarize and paraphrase information, identify cause-and-effect relationships, make inferences, and use question-and-answer relationships (Right There).	smre_itr_01430
	Craft and Structure		
7R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	Students learn to distinguish denotative and connotative meanings.	smre_di_00429
		Students use context and knowledge of morphological families to determine the meaning of words.	smre_ip_02399
		Students read the informational text, "Animal Extinction: A Human Problem." Students also distinguish denotative and connotative meanings, use question-and-answer relationships (Right There), identify the main idea and supporting details, and determine the author's purpose and position using evidence from the text.	smre_itr_01429
		Students distinguish denotative and connotative meanings using the context of short sentences.	smre_ip_01329
7R6	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.	Students will read the biography "Albert Schweitzer: Man with a Mission" and answer Right There questions and Think and Search questions, identify cause-and-effect relationships, determine the author's purpose, make inferences, and identify nouns.	smre_itr_001290
		Students read the informational text, "Women as War Correspondents." Students also identify the author's viewpoint and bias, use question-and-answer relationships (Right There), identify cause-and-effect relationships, determine the author's position using evidence from the text, and use compare and contrast relationships to gain meaning.	smre_itr_01436
		Students read the informational text, "The Trip of a Lifetime." Students will then understand and determine the author's purpose, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_02501
		Students read the blog post, "OPERAcraft: Opera Meets Video Games." Then students determine author's purpose, identify main ideas and supporting details, identify the sequence of events, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_01433

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
		Students read the informational text, "The Big Wie-sy." Students also use question-and-answer relationships (Right There, Think and Search), draw conclusions, determine the author's purpose, and read words with complex spelling patterns.	smre_itr_001303
		Students will read the informational text "Antarctica: Life in the Balance" and answer Right There questions, draw conclusions, make inferences, determine the author's purpose, and identify independent and subordinate clauses.	smre_itr_001299
		Students identify the author's viewpoint and bias.	smre_ip_01336
		Students learn to identify the author's viewpoint and bias.	smre_di_00436
		Students will read the informational text "Wolves of the Sea?" and answer Right There questions, paraphrase text, compare and contrast ideas, identify the author's viewpoint and bias, and identify adverbs.	smre_itr_001294
		Students read a passage and answer questions to identify the author's viewpoint and bias.	smre_pp_00512
		Students will read the informational text "Trumpeter Swans: One Tough Kind of Fancy" and answer Right There questions and Think and Search questions, identify the author's viewpoint, summarize text, and identify adjectives.	smre_itr_001293
		Students read a passage and answer questions to identify the author's viewpoint and bias.	smre_pp_00530
		Students read the informational text, "Animal Extinction: A Human Problem." Students also distinguish denotative and connotative meanings, use question-and-answer relationships (Right There), identify the main idea and supporting details, and determine the author's purpose and position using evidence from the text.	smre_itr_01429
		Students read the informational text, "Viva America! Cubans in the United States." Students also make and confirm predictions, identify author's viewpoint and bias, use question-and-answer relationships (Right There), identify cause-and-effect relationships, and make inferences.	smre_itr_01432

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
7W	Writing		
	Text Types and Purposes		
7W1	Write arguments to support claims with clear reasons and relevant evidence.	Students use a web to organize their ideas about volunteering. Students then use at least three academic vocabulary words from the lesson to create a flyer to encourage others to volunteer.	smre_pp_02503
7W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students use a graphic organizer to list their thoughts and ideas about combining opera with video games. Students then use at least three academic vocabulary words from the lesson to write a blog post telling what they would like to see in a video game.	smre_pp_00511
		Students use a graphic organizer to list their thoughts and ideas about the best technology for listening to music. Students then use at least three academic vocabulary words from the lesson to write an article for a tech magazine.	smre_pp_02500
	Research to Build and Present Knowledge		
7W7	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	Students read a passage and paraphrase information from the text.	smre_pp_00529
		Students read a passage and match paraphrases with the correct paragraph from the text.	smre_pp_00510
		Students will read the informational text "Wolves of the Sea?" and answer Right There questions, paraphrase text, compare and contrast ideas, identify the author's viewpoint and bias, and identify adverbs.	smre_itr_001294
		Students read the informational text, "Building the Panama Canal." Students also summarize and paraphrase information, identify cause-and-effect relationships, make inferences, and use question-and-answer relationships (Right There).	smre_itr_01430
		Students paraphrase information from paragraphs.	smre_ip_01330
		Students learn to paraphrase information by rereading important ideas from a text.	smre_di_00430

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
7L	Language		
	Conventions of Academic English/Language for Learning		
7L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
7L1d	Explain the function of phrases and clauses in general, as well as in specific sentences.	Students will identify the type of clause used in each sentence.	smre_ip_001399
7L1e	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Students will identify the type of clause used in each sentence.	smre_ip_001399
7L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
7L2b	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Students will use commas correctly.	smre_pp_00579
		Students will identify the correct placement of commas in sentences.	smre_ip_001401
		Students learn about the function of commas.	smre_di_00559
		Students will read the realistic fiction passage "Family Dog" and answer Right There questions; make inferences; identify characters' actions, motives, emotions, traits, and feelings; and understand the usage of commas.	smre_itr_001301

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
	Vocabulary Acquisition and Use		
7L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
7L4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Students read the informational text, "The Trip of a Lifetime." Students will then understand and determine the author's purpose, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_02501
		Students read the blog post, "OPERAcraft: Opera Meets Video Games." Then students determine author's purpose, identify main ideas and supporting details, identify the sequence of events, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_01433
		Students use context and knowledge of word relationships to determine the meaning of words.	smre_ip_02500
		Students use context and knowledge of word relationships to determine the meaning of words.	smre_ip_02503
7L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Students use Greek and Latin roots to determine the meaning of unfamiliar words.	smre_ip_01327
		Students practice using Greek and Latin roots to better understand the meaning of words.	smre_pp_00615
		Students learn to use Greek and Latin roots to determine the meaning of unfamiliar words.	smre_di_00427
		Students read an excerpt from the informational text, "Epidemic." Students also use Greek and Latin roots to determine the meaning of unfamiliar words, use question-and-answer relationships (Right There), analyze organizational patterns (cause-and-effect), and identify explicit and implicit main ideas.	smre_itr_01427

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 7	SuccessMaker Item Descriptions	Item IDs
7L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
7L5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Students read the fictional interview, "From Discs to Digits: Music in the Digital Age." Students then identify supporting details, draw valid conclusions and make generalizations supported by text, identify cause-and-effect relationships, and answer literal question. Students also use their knowledge of word relationships (synonyms, antonyms, and examples) to better understand the meaning of words.	smre_itr_02500
		Students read the informational text, "Doctors Without Borders." Then students identify the main idea, supporting details, correct sequence of events, and answer literal questions. Students also use their knowledge of word relationships (synonyms, antonyms, and examples) to better understand the meaning of words.	smre_itr_02503
7L5c	Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).	Students practice using connotations and denotations of words.	smre_pp_00614
7L6	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students use a graphic organizer to list their thoughts and ideas about combining opera with video games. Students then use at least three academic vocabulary words from the lesson to write a blog post telling what they would like to see in a video game.	smre_pp_00511
		Students complete sentences using academic and domain-specific vocabulary words.	smre_ip_01333
		Students use a graphic organizer to list their thoughts and ideas about the best technology for listening to music. Students then use at least three academic vocabulary words from the lesson to write an article for a tech magazine.	smre_pp_02500
		Students use a web to organize their ideas about volunteering. Students then use at least three academic vocabulary words from the lesson to create a flyer to encourage others to volunteer.	smre_pp_02503
		Students use a graphic organizer to list their thoughts and ideas about space travel. Students then use at least three academic vocabulary words to write an e-mail to a friend describing an experience traveling to outer space.	smre_pp_02501
		Students learn about morphological families to determine the meaning of academic and domain-specific vocabulary terms.	smre_di_02399