

A Correlation of

**Pearson
iLit ELL
©2016**



To the

**Puerto Rico Core Standards
English Program 2014
Grade 7**

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Introduction

This document demonstrates how Pearson **iLit ELL ©2016** meets the *Puerto Rico Core Standards English Program 2014, Grades 4-8*. Correlation alignments are to the Teacher App and the Student App. They are cited by Unit, Lesson and Feature title. *Puerto Rico Curriculum Maps* are also correlated to cite the curriculum units that match each standard.

Pearson iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency.

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

Table of Contents

Listening:	4
Speaking:	7
Reading:	12
Writing:	21
Language:	26

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

Puerto Rico Core Standards English Program 2014 Grade 7	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Listening:		
Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.		
7.L.1 Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics.	<p>The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion Unit 6 Lesson 14: Whole Group Discussion</p>	7.2, 7.3, 7.5
a. Ask relevant questions, add relevant information, and paraphrase key ideas.	<p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>	7.5

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

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<p>b. Follow turn-taking and show consideration by concurring with others in discussions.</p>	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion Unit 4 Lesson 47: Collaborative Conversation Unit 5 Lesson 9: Small-Group Discussion</p>	<p>7.1, 7.3, 7.5</p>
<p>c. Listen and respond during a read aloud from a variety of fiction and nonfiction texts to show comprehension, generalize, relate to character and setting, and make connections from personal experience.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>	<p>7.2, 7.3</p>

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Puerto Rico Core Standards English Program 2014, Grade 7**

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<p>d. Listen, respond to, and analyze complex instructions and statements; apply and clarify instructions and directions; answer and formulate closed and open-ended questions.</p>	<p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 34: Collaborative Discussion Unit 2 Lesson 44: Collaborative Conversation Unit 3 Lesson 7: Small-Group Discussion Unit 5 Lesson 2: Partner Discussion Unit 7 Lesson 2: Small-Group Discussion</p>	<p>7.1, 7.3, 7.4</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

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Speaking:		
Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences		
7.S.1 Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances.	<u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation <u>Classroom Conversation (examples)</u> Unit 2 Lesson 44: Collaborative Conversation Unit 3 Lesson 7: Small-Group Discussion Unit 5 Lesson 2: Partner Discussion	7.1, 7.4
Evaluate information and determine appropriate responses to answer questions effectively.		
7.S.2 Respond orally to closed and open-ended questions.		
a. Memorize, analyze, and follow increasingly complex instructions and directions.	Each Unit Lesson in iLit includes instructions for different types of assignment. Unit 1 Lessons 1-5 provides an overview allowing students to be comfortable with the program and the instructional routine. <u>Lessons with Instructions (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 12: Read Aloud, Think Aloud Unit 2 Lesson 15: Whole Group Unit 2 Lesson 35: Whole Group Unit 4 Lesson 25: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud	7.1

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Puerto Rico Core Standards English Program 2014, Grade 7**

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<p>b. Describe, explain, support, discuss, and synthesize information.</p>	<p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 23: Read Aloud, Think Aloud Unit 2 Lesson 27; Read Aloud, Think Aloud; Classroom Conversation Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud; Classroom Conversation Unit 6 Lesson 3: Read Aloud, Think Aloud</p>	<p>7.3</p>
<p>c. Answer and formulate closed and open-ended questions.</p>	<p>During Read Aloud, Think Aloud activities, students answer closed and open-ended questions about the text.</p> <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Discuss Literature and Informative Texts</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 3 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 9: Read Aloud, Think Aloud</p>	<p>7.3</p>

**A Correlation of Pearson iLit ELL ©2016 to the
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<p>Contribute to social, academic, college, and career conversations using accurate and appropriate language.</p>		
<p>7.S.3 Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and differences in meaning.</p>	<p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 42: Collaborative Discussion Unit 6 Lesson 34: Small-Group Discussion Unit 7 Lesson 4: Partner Discussion</p> <p><u>Presenting a Writing Project (examples)</u> Unit 4 Lessons 43–44: Work Time Unit 6 Lessons 41–42: Work Time</p> <p><u>Synonyms and Antonyms</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p> <p><u>Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p>	<p>7.3, 7.4, 7.5</p>

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<p>Provide, justify, and defend opinions or positions in speech.</p>		
<p>7.S.4 Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.</p>	<p>As students prepare for Persuasive writing, they develop arguments to persuade others.</p> <p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion Unit 6 Lesson 14: Whole Group Discussion</p>	<p>7.1, 7.5</p>
<p>Adjust language choices according to the task, context, purpose, and audience.</p>		
<p>7.S.5 Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 34: Collaborative Discussion Unit 2 Lesson 44: Collaborative Conversation</p>	<p>7.3, 7.4</p>

**A Correlation of Pearson iLit ELL ©2016 to the
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<p>a. Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.</p>	<p><u>Predictions (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Inferences (examples)</u> Unit 2 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 12: Read Aloud, Think Aloud Unit 4 Lesson 18: Read Aloud, Think Aloud</p>	<p>7.2</p>
<p>b. Adjust language choices according to purpose, task, and audience.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 34: Collaborative Discussion Unit 2 Lesson 44: Collaborative Conversation Unit 3 Lesson 7: Small-Group Discussion</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time</p>	<p>7.3, 7.5</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

Puerto Rico Core Standards English Program 2014 Grade 7	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
7.S.6 Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas.	<u>Multimedia Presentation</u> Unit 5 Lessons 1–4 <u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time	7.2, 7.3, 7.5
Reading:		
Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.		
7.R.1 Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/ relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.	<u>Main Idea and Details (examples)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud <u>"Can You Believe it!" (informational essay)</u> Unit 2 Lesson 43 <u>"How Plants Grow and Change"</u> Unit 2 Lesson 44 <u>"At the Edge: Daring Acts in Desperate Times" (true stories)</u> Unit 6 Lessons 2-33 <u>Reading Strategy (informative examples)</u> Unit 6 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud; Work Time <u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.	7.1, 7.2, 7.3, 7.4, 7.5

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

Puerto Rico Core Standards English Program 2014 Grade 7	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas		
7.R.2 L. Determine a theme or main idea of a literary text and how it is conveyed through particular details.	<u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud	7.1, 7.2, 7.3, 7.4
a. Provide a summary of the text distinct from personal opinions or judgments.	<u>Summarize (examples)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 33: Read Aloud, Think Aloud Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 4 Lesson 14: Read Aloud, Think Aloud	7.2, 7.4
I. Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<u>Main Idea and Details (examples)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud	7.2, 7.4, 7.5
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
7.R.3 L. Describe how a particular story's or drama's plot and setting unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<u>Plot (examples)</u> Unit 2 Lesson 11: Whole Group <u>Drama and Plot (Examples)</u> Unit 3 Lesson 1: Whole Group Unit 3 Lessons 2–3: Work Time <u>Identify a Sequence of Events</u> Unit 2 Lesson 21: Whole Group	7.1

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

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<p>a. Distinguish character traits (internal and external).</p>	<p><u>Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p>	<p>7.1, 7.4</p>
<p>I. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in an informational text (e.g., through examples or anecdotes).</p>	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p>Analyze Interactions Between Individuals, Events, and Ideas Condense Ideas Unit 6 Lesson 18: Whole Group; Work Time</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p>	<p>7.4</p>
<p>a. Interpret cause and effect relationships.</p>	<p><u>Cause and Effect (example)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p>	<p>7.5</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

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	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>7.R.4 L. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>	<p>7.3, 7.4</p>

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Puerto Rico Core Standards English Program 2014, Grade 7**

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<p>I. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 7: Vocabulary</p> <p><u>Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>	<p>7.2, 7.5</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 7**

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Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
7.R.5 L. Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.	<u>Introduce: Poetry</u> Unit 7 Lesson 1: Read Aloud, Think Aloud; Whole Group; Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time <u>Reading <i>Julius Caesar</i> & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time <u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i>	7.1, 7.3
I. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.	<u>Cause and Effect (informative examples)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud <u>Compare and Contrast (informative/nonfiction examples)</u> Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group Unit 6 Lesson 24: Read Aloud, Think Aloud Unit 6 Lesson 25: Work Time	7.2
Assess how point of view or purpose shapes the content and style of a text.		
7.R.6 L. Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.	<u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lesson 29: Whole Group; Work Time	7.1
I. Determine an author's point of view or purpose in an informational text and explain how it is conveyed.	<u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud	7.4

**A Correlation of Pearson iLit ELL ©2016 to the
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<p>Integrate and evaluate content presented in diverse media and formats.</p>		
<p>7.R.7 L. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or play of a literary text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch using English subtitles.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Reading and Listening to <i>Trino's Choice</i></u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p> <p><u>Reading <i>Julius Caesar</i> & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time</p> <p><u>Reading and Listening to "What's That Down There?" (poetry)</u> Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time</p>	<p>7.1, 7.3</p>
<p>I. Integrate information presented in different media or formats (e.g., visually, data) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>"Helping Hands" and "Black Days for Blue Whales"</u> Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>"Japan Nuke Workers Risk Their Lives, Garner Nation's Respect"</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>"At the Edge: Daring Acts in Desperate Times"</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Read a Speech</u> Unit 2 Lesson 41: Time To Read</p>	<p>7.2</p>

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<p>Delineate and evaluate an author’s argument through evidence specified in a text.</p>		
<p>7.R.8 Search and evaluate the argument and specific evidence in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.</p>	<p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 3 Lesson 23: Whole Group</p>	<p>7.5</p>
<p>Compare and contrast two or more authors’ presentations of similar themes or topics.</p>		
<p>7.R.9 L. Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Reading and Listening to Trino’s Choice</u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p> <p><u>Reading Julius Caesar & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time</p>	<p>7.1, 7.3</p>

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<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>		
<p>7.R.10 Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>“Trino’s Choice”</i></u> (novel) Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24</p> <p><u>“In the Shadows”</u> (short story) Unit 2 Lesson 28 Unit 2 Lesson 29</p> <p><u><i>“The Circuit”</i></u> (novel excerpt) Unit 2 Lessons 38–39</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 7 Lesson 1: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>	<p>7.1, 7.2, 7.3, 7.5</p>

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<p>Writing:</p>		
<p>Write arguments to support point of view using valid reasoning and sufficient evidence.</p>		
<p>7.W.1 Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics, current events, etc.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31-35: Write an Argumentative Essay</p>	<p>7.4</p>
<p>a. Express and clarify viewpoints and opinions, take and defend positions.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31-35: Write an Argumentative Essay</p>	<p>7.5</p>

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<p>Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.</p>		
<p>7.W.2 Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Write an Explanatory Essay</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>	<p>7.2, 7.5</p>
<p>Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.</p>		
<p>7.W.3 Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph</p>	<p>7.1, 7.3</p>

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<p>Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).</p>		
<p>7.W.4 Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.</p>	<p><u>Writing Activities</u> Unit 1 Lessons 4–5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39–42: Work Time; Narrative Essay</p> <p>Unit 6 Lessons 17–18: Work Time; Unit 6 Lesson 26: Whole Group; Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>	<p>7.1, 7.2, 7.3, 7.4, 7.5</p>
<p>Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</p>		
<p>7.W.5 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>	<p>7.3, 7.4, 7.5</p>

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	<p>Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.</p>	
<p>7.W.6 Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Informative Writing (examples)</u> Unit 2 Lessons 15–16: Work Time</p>	<p>7.2, 7.5</p>
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>7.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Compare and contrast characters (sentence frames)</u> Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lesson 29: Whole Group; Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>	<p>7.2, 7.3, 7.4, 7.5</p>

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<p>Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.</p>		
<p>7.W.8 Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.</p>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 1 Lessons 4–5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39–42: Work Time; Narrative Essay</p> <p>Unit 6 Lessons 17–18: Work Time; Unit 6 Lesson 26: Whole Group; Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>	<p>7.1, 7.2, 7.3, 7.4, 7.5</p>

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Language:		
Demonstrate command of the conventions of English grammar and usage.		
7.LA.1 Demonstrate command of the conventions of English grammar.		7.2
<p>a. Explain the function of phrases and clauses and apply correctly.</p>	<p><u>Phrases (examples)</u> Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–105, 112</p>	7.1, 7.2
<p>b. Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.</p>	<p><u>Connect Ideas in Sentences</u> Unit 2 Lesson 13: Whole Group Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Part 1: Skill 16: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–112; Compound and Complex Sentences, 107, 108</p>	7.1, 7.2

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<p>Apply English conventions using appropriate capitalization, punctuation, and spelling.</p>		
<p>7.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling.</p>		<p>7.4</p>
<p>a. Use punctuation to separate a series of adjectives (e.g., It was a fascinating, enjoyable movie.).</p>	<p><u>Word Patterns</u> Unit 6 Lesson 11: Vocabulary; Work Time</p> <p><u>Final Syllables</u> Unit 6 Lesson 16: Vocabulary; Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons Unit 6 Lessons 31–35: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–135</p>	<p>7.1</p>

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<p>b. Spell correctly.</p>	<p>Every unit in iLit includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Activity: Spelling Study Plan</u> Unit 2 Lesson 13: Work Time Unit 4 Lesson 5: Work Time Unit 4 Lesson 44: Work Time Unit 6 Lesson 15: Work Time</p> <p><u>Editing</u> Unit 4 Lesson 40: Whole Group Unit 4 Lessons 41–42: Work Time Unit 6 Lesson 38: Whole Group, Work Time Unit 6 Lesson 39: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 31–35: Part 5: Skill 10: Especially Tricky Vowels</p>	<p>7.1</p>
<p>Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.</p>		
<p>7.LA.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<p>7.5</p>
<p>a. Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.</p>	<p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Subject Verb Agreement, 67–72</p>	<p>7.1, 7.3, 7.5</p>

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<p>Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.</p>		
<p>7.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.</p>	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Use Prefixes and Suffixes (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary</p>	<p>7.2</p>
<p>a. Use context clues to help determine the meaning of a word or phrase.</p>	<p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 1: Skill 6: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues</p>	<p>7.3</p>

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<p>b. Use common Greek or Latin affixes and roots correctly (e.g., "ex," "inter," "anti," "micro").</p>	<p><u>Use Prefixes and Suffixes (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 7: Work Time Unit 6 Lesson 10: Vocabulary; Work Time Unit 6 Lesson 11: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots Unit 4 Lessons 21–25: Part 2: Skill 12: Prefixes and Suffixes</p>	<p>7.2, 7.3</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>	<p>7.2</p>

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Puerto Rico Core Standards English Program 2014 Grade 7	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
7.LA.5 Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		7.3
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time	7.3
b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<u>Connotations and Denotations</u> Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time	7.2
Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.		
7.LA.6 Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words. <u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases Independent Reading—Every lesson	7.3, 7.4, 7.5