

A Correlation of  
**Savvas  
iLit  
inspireLiteracy**  
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To the  
**Texas**  
**Essential Knowledge and Skills**  
**for English Language Arts**  
**and Reading**  
**Grade 7**

## **Introduction**

This document demonstrates how **Savvas iLit ©2013** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts. Correlation references are cited by feature and unit and lesson number.

Savvas' iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. iLit is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. iLit has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

iLit engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

**Table of Contents**

<b>Reading/Fluency .....</b>	<b>4</b>
<b>Reading/Vocabulary Development .....</b>	<b>4</b>
<b>Reading/Comprehension of Literary Text.....</b>	<b>6</b>
<b>Reading/Comprehension of Informational Text .....</b>	<b>12</b>
<b>Reading/Media Literacy .....</b>	<b>16</b>
<b>Writing .....</b>	<b>18</b>
<b>Oral and Written Conventions .....</b>	<b>23</b>
<b>Research .....</b>	<b>27</b>
<b>Listening and Speaking .....</b>	<b>30</b>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<b>Reading/Fluency</b>	
<p>7.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Teachers model fluent reading daily as students read grade-level text during Read Aloud, Think Aloud. There is direct instruction on fluency during Whole Group Instruction and practice during Work Time.</p> <p><u>Fluency: Read with Expression</u>            Whole Group 2.5, 5.5            Work Time 2.5, 5.5</p> <p><u>Practice Read Read with Purpose and Understanding</u>            Whole Group 4.5            Work Time 4.5</p> <p><u>Fluency: Read with Accuracy</u>            Whole Group 3.5            Work Time 3.5</p> <p><u>Fluency—Read with Phrasing</u>            Whole Group 1.5</p> <p><u>Read Aloud Opportunities</u>            Read Aloud, Think Aloud, 1.1–1.25, 2.1–2.25, 3.1–3.25, 4.1–4.25, 5.1–5.25</p>
<b>Reading/Vocabulary Development</b>	
<p>7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p>Daily Whole Class instruction includes vocabulary skills instruction, including word origins, context clues, denotations and connotations, and analogies.</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Every lesson—Vocabulary; Whole Group (Vocabulary Pause)</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	<p><u>Reading Strategy: Use Prefixes and Suffixes</u>  <u>As Clues to Word Meaning</u>            Whole Group 3.9</p> <p><u>Word Roots</u>            Vocabulary 1.16            Work Time 5.14</p> <p><u>Affixes</u>            Vocabulary 1.19, 4.19, 4.24</p> <p><u>Word Parts: Prefixes and Suffixes</u>            Work Time Vocabulary Study Plan 3.11-3.16, 4.11-4.16</p> <p><u>Word Parts</u>            Vocabulary 1.12, 4.24            Work Time Spelling Study Plan 4.6–4.10</p>
7.2.B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	<p><u>Reading Strategy: Use Context Clues</u>            Whole Group 3.4, 4.13            Vocabulary Study Plan, 1.11-1.16, 2.11-2.16, 3.11-3.16, 4.11-4.15, 5.11-5.15</p> <p><u>Using Context Clues</u>            Vocabulary 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19, 2.21, 2.22, 2.23, 2.24, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.22, 3.23, 3.24, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.16, 4.17, 4.18, 4.19, 4.21, 4.22, 4.23, 4.24, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18, 5.19, 5.21, 5.22, 5.23, 5.24</p>
7.2.C complete analogies that describe part to whole or whole to part;	<p><u>Work Time Vocabulary Study Plan</u>            Unit 1: Word Associations            Unit 2: Analogies, Word Associations            Unit 3: Analogies, Word Associations            Unit 4: Analogies, Word Associations</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.2.D identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and	Teachers can use the following material to illustrate this objective: <u>Word Origin</u> Vocabulary 1.3, 1.4, 1.6, 1.8, 1.17, 1.19, 1.21, 1.22, 2.3, 2.6, 2.8, 2.9, 2.11, 2.16, 2.18, 2.19, 2.23, 3.1, 3.7, 3.8, 3.9, 3.12, 3.14, 3.16, 3.17, 3.19, 3.22, 3.23, 4.2, 4.4, 4.12, 4.13, 4.14, 4.18, 4.21, 4.22, 4.23, 5.3
7.2.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases  Independent Reading—Every lesson
<b>Reading/Comprehension of Literary Text</b>	
7.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Every day during Read Aloud, Think Aloud, 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 nonfiction literary texts, and shorter texts from a variety of genres.  Adapted classics in the Independent Reading library provide struggling readers with extensive exposure to the writers and traditions that have shaped today's literature.
7.3.A describe multiple themes in a work of fiction;	<u>Reading Strategy: Analyze a Theme</u> Read Aloud, Think Aloud 1.11 Whole Group 1.10, 2.22, 4.2 Work Time 1.10, 1.11, 2.15  <u>Reading Strategy: Analyze the Development of Theme</u> Whole Group 1.21, 2.10, 2.15 Work Time 1.21

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.3.B describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	<p>Opportunities to understand this objective may be found with the following:</p> <p><u>Fables</u> Read Aloud, Think Aloud 4.25</p> <p><u>"The Charge of the Light Brigade"</u> Read Aloud, Think Aloud 4.24</p>
7.3.C analyze how place and time influence the theme or message of a literary work.	<p>Opportunities to understand this objective may be found with the following:</p> <p><u>Connect Story Elements</u> Read Aloud, Think Aloud 1.15</p> <p><u>Analyze Setting</u> Whole Group 4.15</p>
7.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	<p>Poems are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p><u>Genre: Poem</u> Read Aloud, Think Aloud 2.6, 2.21, 4.24</p> <p><u>Free Verse Poetry</u> Whole Group 2.19</p> <p><u>Reading Strategy: Make Connections</u> Read Aloud, Think Aloud 2.6</p> <p><u>Reading Strategy: Visualize Action</u> Read Aloud, Think Aloud 2.21</p> <p><u>Reading Strategy: Paraphrase</u> Read Aloud, Think Aloud 4.24</p> <p><u>Write a Poem</u> Work Time 2.20</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

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<p>7.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.</p>	<p>Students in iLit read one of two adapted versions of Romeo and Juliet; both are written in dialogue in verse form but at a more accessible reading level and contain background and a summary of the play. iLit also includes an original version of the play to provide teachers with the opportunity to expose struggling readers to the original verse.</p> <p>Genre Study: Drama focused on Romeo and Juliet—Teacher Resources; Independent Reading: other adapted dramas include A Midsummer Night's Dream, Othello, Hamlet, Macbeth, A Doll's House</p> <p>For related material see:  <u><a href="#">Plan a Multimedia Presentation</a></u>            Whole Group 2.19, 4.17            Work Time 2.19, 4.17</p> <p><u><a href="#">Present a Multimedia Project</a></u>            Work Time 2.24, 4.24</p>
<p>7.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</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.</p>
<p>7.6.A explain the influence of the setting on plot development;</p>	<p><u><a href="#">Connect Story Elements</a></u>            Read Aloud, Think Aloud 1.15</p> <p><u><a href="#">Analyze Setting and Plot</a></u>            Whole Group 4.15</p> <p><u><a href="#">Reading Strategy: Analyze Character and Plot Development</a></u>            Whole Group 2.7</p>



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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

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<p>7.6.B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and</p>	<p><u>Reading Strategy: Analyze Characters</u> Whole Group 1.14</p> <p><u>Compare and Contrast Two Characters</u> Read Aloud, Think Aloud 2.18 Work Time 1.7, 2.18</p> <p><u>Connect Story Elements: Character</u> Whole Group 1.15</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Whole Group 2.7, 2.14 Work Time 2.7</p> <p><u>Reading Strategy: Analyze Character and Theme</u> Whole Group 4.16 Work Time 4.16</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

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<p>7.6.C analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p>	<p>Students can examine point of view as they complete the following activities:</p> <p><u>Nonfiction - Draw Conclusions Based on Differing Points of View</u> Whole Group 5.10</p> <p><u>Nonfiction - Reading Strategy: Recognize Author's Point of View</u> Whole Group 5.19</p> <p><u>Reading Strategy: Analyze Characters</u> Whole Group 1.14</p> <p><u>Compare and Contrast Two Characters</u> Read Aloud, Think Aloud 2.18 Work Time 1.7, 2.18</p> <p><u>Connect Story Elements; Character</u> Whole Group 1.15</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Whole Group 2.7, 2.14 Work Time 2.7</p> <p><u>Reading Strategy: Analyze Character and Theme</u> Whole Group 4.16 Work Time 4.16</p>
<p>7.7 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p>	<p>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length nonfiction literary texts and shorter pieces of nonfiction.</p> <p><u><i>At the Edge: Daring Acts in Desperate Times</i></u> Read Aloud, Think Aloud 3.1–3.20</p> <p><u><i>"The Circuit"</i></u> Read Aloud, Think Aloud, 2.23–2.24</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<p>7.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p>	<p>Whole-class and small-group instruction in sensory language is provided during Whole Group, Read Aloud Think Aloud, and Work Time</p> <p><u>Figurative Language</u>  Read Aloud, Think Aloud 4.18  Whole Group 2.19, 4.7  Work Time 4.7</p> <p><u>Figurative Expressions</u>  Read Aloud, Think Aloud 4.5</p> <p><u>Understand Metaphors and Similes</u>  Whole Group 2.20, 5.1  Work Time 5.1</p> <p><u>Reading Strategy: Visualize</u>  Read Aloud, Think Aloud 1.5, 1.18, 2.4, 2.23, 5.1  Whole Group 1.3  Work Time 1.3, 1.5, 1.18, 5.1</p> <p><u>Reading Strategy: Visualize Action</u>  Read Aloud, Think Aloud 1.15, 2.13, 2.21, 3.18, 3.24  Whole Group 2.3, 3.17  Work Time 1.15, 2.4, 2.13, 2.21, 3.18, 3.24</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<b>Reading/Comprehension of Informational Text</b>	
<p>7.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</p>	<p>Informational texts focusing on culture and history are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day. Opportunities to understand this objective may be found with the following:</p> <p><u>"War of the Worlds: Behind the 1938 Radio Show Panic"</u> Read Aloud, Think Aloud 1.22</p> <p><u>"The Impact of Reality TV"</u> Read Aloud, Think Aloud 1.25</p> <p><u>"Many Worlds, One Team"</u> Read Aloud, Think Aloud 2.16</p> <p><u>"The Circuit"</u> Read Aloud, Think Aloud 2.22–2.24</p> <p><u>"Immigration at Angel Island"</u> Read Aloud, Think Aloud 2.25</p> <p><u>The Greatest</u> Read Aloud, Think Aloud 5.1–5.19</p>
<p>7.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p>Informational and expository texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Students read informational texts each week during independent Work Time. Students respond to Reading Checkpoints that call on them to make inferences and draw conclusions. They then write a summary of what they have just read and receive personalized instruction and feedback in summary writing.</p>

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.10.A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	<p><u>Reading Strategy: Summarize Text</u>  Read Aloud, Think Aloud 2.8, 2.20, 3.7, 3.10, 3.22, 5.4, 5.9  Whole Group 3.7, 3.15, 5.27  Work Time 2.8, 2.20, 3.7, 3.7, 3.10, 3.22, 5.4, 5.9</p> <p><u>Reading Strategy: Determine Main Idea</u>  Read Aloud, Think Aloud 2.20</p> <p><u>Interactive Readings Summary Writing</u>  Work Time, 1.2, 1.3, 1.7, 1.8, 1.12, 1.13, 1.17, 1.18, 1.22, 1.23, 2.2, 2.3, 2.7, 2.8, 2.12, 2.13, 2.17, 2.18, 2.22, 2.23, 3.2, 3.3, 3.7, 3.8, 3.12, 3.13, 3.17, 3.18, 3.22, 3.23, 4.2, 4.3, 4.7, 4.8, 4.12, 4.13, 4.17, 4.18, 4.22, 4.23, 5.2, 5.3, 5.7, 5.8, 5.12, 5.13, 5.17, 5.18, 5.22, 5.23</p>
7.10.B distinguish factual claims from commonplace assertions and opinions;	<p><u>"Out of Many" (Speech by Barack Obama)</u>  Read Aloud, Think Aloud 2.20</p> <p><u>"Can You Believe it!"</u>  Read Aloud, Think Aloud 1.23</p> <p><u>"It Could Happen to You"</u>  Read Aloud, Think Aloud 3.23</p> <p><u>"Fight or Flight?"</u>  Read Aloud, Think Aloud 3.25</p> <p><u>Reading Strategy: Evaluating Author's Viewpoint</u>  Whole Group 2.16</p> <p><u>Cite Relevant Text Evidence</u>  Whole Group 5.12</p> <p><u>Introduce: Make a Claim for an Argument</u>  Whole Group 3.24</p>
7.10.C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	<p><u>Reading Strategy: Summarize Text</u>  Read Aloud, Think Aloud 2.8, 2.20, 3.7, 3.10, 3.22, 5.4, 5.9  Whole Group 3.7, 3.15, 5.27  Work Time 2.8, 2.20, 3.7, 3.7, 3.10, 3.22, 5.4, 5.9</p>

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<p>7.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</p>	<p><u>Reading Strategy: Synthesize Information and Ideas</u>  Read Aloud, Think Aloud 5.17  Whole Group 3.20, 4.12, 5.8, 5.15  Work Time 4.12, 5.15, 5.17</p> <p><u>"Riding with Rosa" &amp; "Stepping Up Against Bullying"</u>  Read Aloud, Think Aloud 5.23</p> <p><u>"A Movement That Changed America" &amp; "Changing Lives, 30 at a Time"</u>  Read Aloud, Think Aloud 5.24, 5.25</p> <p><u>"The Circuit"</u>  Read Aloud, Think Aloud 2.22–2.24</p> <p><u>"Immigration at Angel Island"</u>  Read Aloud, Think Aloud 2.25</p>
<p>7.11 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	<p>Persuasive texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p>
<p>7.11.A analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and</p>	<p><u>"Out of Many" (Speech by Barack Obama)</u>  Read Aloud, Think Aloud 2.20</p> <p><u>"Can You Believe it!"</u>  Read Aloud, Think Aloud 1.23</p> <p><u>"It Could Happen to You"</u>  Read Aloud, Think Aloud 3.23</p> <p><u>"Fight or Flight?"</u>  Read Aloud, Think Aloud 3.25</p> <p><u>Introduce: Make a Claim for an Argument</u>  Whole Group 3.24</p>

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.11.B identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	<p><u>"Out of Many" (Speech by Barack Obama)</u> Read Aloud, Think Aloud 2.20</p> <p><u>"Can You Believe it!"</u> Read Aloud, Think Aloud 1.23</p> <p><u>"It Could Happen to You"</u> Read Aloud, Think Aloud 3.23</p> <p><u>"Fight or Flight?"</u> Read Aloud, Think Aloud 3.25</p> <p><u>Introduce: Make a Claim for an Argument</u> Whole Group 3.24</p>
7.12 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	Procedural texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.
7.12.A follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and	<p>For related material see:</p> <p><u>"Can You Believe it!"</u> Read Aloud, Think Aloud 1.23</p> <p><u>"It Could Happen to You"</u> Read Aloud, Think Aloud 3.23</p> <p><u>"Fight or Flight?"</u> Read Aloud, Think Aloud 3.25</p> <p><u>"Digging Up the Past"</u> Read Aloud, Think Aloud 5.22</p> <p><u>"Changing Lives, 30 at a Time"</u> Read Aloud, Think Aloud 5.25</p> <p>Teacher Resources: Genre Study: Procedural Texts</p>

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.12.B explain the function of the graphical components of a text.	<p>For related material see:  <u>Create a Visual</u>            Work Time 4.22</p> <p><u>"The Impact of Reality TV"</u>            Read Aloud, Think Aloud 1.25</p> <p><u>"Digging Up the Past"</u>            Read Aloud, Think Aloud 5.22</p> <p>Teacher Resources: Genre Study:            Procedural Texts</p>
<b>Reading/Media Literacy</b>	
7.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	<p>iLit includes an extensive number of visual texts from Dorling Kindersly and other sources. Instruction in analyzing these texts is provided during the Read Aloud, Think Aloud and Whole Group.</p> <p>In addition, an extensive amount of rich media is included in iLit and serves as the basis for developing media literacy skills.</p>
7.13.A interpret both explicit and implicit messages in various forms of media;	<p><u>Background Video</u>            Whole Group 1.2, 1.3, 1.5, 1.11, 1.13, 1.15, 1.17, 1.19, 1.20, 1.21, 1.23, 1.24, 2.2, 2.5, 2.7, 2.11, 2.12, 2.13, 2.19, 3.1, 3.5, 3.6, 3.8, 3.9, 3.12, 3.31, 3.15, 3.17, 3.18, 3.23</p> <p><u>"War of the Worlds: Behind the 1938 Radio Show Panic"</u>            Read Aloud, Think Aloud 1.22</p> <p><u>"The Impact of Reality TV"</u>            Read Aloud, Think Aloud 1.25</p> <p><u>"Out of Many"</u>            For related material see: Read Aloud, Think Aloud 2.20</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>



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**Grade 7**

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<p>7.13.B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p>	<p><u>Background Video</u>            Whole Group 1.2, 1.3, 1.5, 1.11, 1.13, 1.15, 1.17, 1.19, 1.20, 1.21, 1.23, 1.24, 2.2, 2.5, 2.7, 2.11, 2.12, 2.13, 2.19, 3.1, 3.5, 3.6, 3.8, 3.9, 3.12, 3.31, 3.15, 3.17, 3.18, 3.23</p> <p><u>"War of the Worlds: Behind the 1938 Radio Show Panic"</u>            Read Aloud, Think Aloud 1.22</p> <p><u>"The Impact of Reality TV"</u>            Read Aloud, Think Aloud 1.25</p> <p><u>"Out of Many"</u>            For related material see: Read Aloud, Think Aloud 2.20</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>
<p>7.13.C evaluate various ways media influences and informs audiences; and</p>	<p><u>"Out of Many"</u>            For related material see: Read Aloud, Think Aloud 2.20</p> <p><u>"War of the Worlds: Behind the 1938 Radio Show Panic"</u>            Read Aloud, Think Aloud 1.22</p> <p><u>"The Impact of Reality TV"</u>            Read Aloud, Think Aloud 1.25</p>
<p>7.13.D assess the correct level of formality and tone for successful participation in various digital media.</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19–2.24, 4.17–4.24            Work Time 2.19–2.24, 4.17–4.24</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<b>Writing</b>	
7.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	<p>Students write every day in iLit. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during Work Time, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing. iLit provides instant personalized feedback to their writing that guides them in revision.</p> <p>In addition, the program includes extensive whole class instruction in writing process and the modes of writing.</p>
7.14.A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	<p>Students Plan, Write, and Revise a Narrative Essay 1.16–1.24</p> <p>Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24</p> <p>Students Plan, Write, and Revise a Literary Review, 5.16–5.24</p>
7.14.B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	<p>Students Plan, Write, and Revise a Narrative Essay 1.16–1.24</p> <p>Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24</p> <p>Students Plan, Write, and Revise a Literary Review, 5.16–5.24</p>
7.14.C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	<p>Students Plan, Write, and Revise a Narrative Essay 1.16–1.24</p> <p>Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24</p> <p>Students Plan, Write, and Revise a Literary Review, 5.16–5.24</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.14.D edit drafts for grammar, mechanics, and spelling; and	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise a Literary Review, 5.16–5.24
7.14.E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise a Literary Review, 5.16–5.24
7.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	Students write at least one short literary text in each unit. In addition, Unit 2 includes an extended narrative writing assignment with accompanying whole class, small group, and independent instruction.  <u>Plan, Write, and Revise a Personal Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24
7.15.A write an imaginative story that: 7.15.A.i sustains reader interest; 7.15.A.ii includes well-paced action and an engaging story line; 7.15.A.iii creates a specific, believable setting through the use of sensory details; 7.15.A.iv develops interesting characters; and 7.15.A.v uses a range of literary strategies and devices to enhance the style and tone; and	<u>Write a Narrative Paragraph</u> Whole Group, 1.13–1.14, 2.3, 3.3, 4.9, 4.10, 5.3, 5.4 Work Time, 1.13–1.14, 2.3, 2.4, 3.3, 3.4, 4.10, 5.3  <u>Write a Personal Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24
7.15.B write a poem using: 7.15.B.i poetic techniques (e.g., rhyme scheme, meter); 7.15.B.ii figurative language (e.g., personification, idioms, hyperbole); and 7.15.B.iii graphic elements (e.g., word position).	<u>Write a Poem</u> Work Time 2.20  <u>Genre: Poem</u> Read Aloud, Think Aloud 2.6, 2.21, 4.24  <u>Free Verse Poetry</u> Whole Group 2.19

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.16 Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	<p><u>Write a Personal Narrative Essay</u> Work Time 1.14</p> <p><u>Write a Narrative</u> Whole Group 1.16–1.24 Work Time 1.16–1.24</p>
7.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	Students write at least one short expository text in each unit. In addition, Unit 3 includes an extended expository writing assignment with accompanying whole class, small group, and independent instruction.
7.17.A write a multi-paragraph essay to convey information about a topic that: 7.17.A.i presents effective introductions and concluding paragraphs; 7.17.A.ii contains a clearly stated purpose or controlling idea; 7.17.A.iii is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; 7.17.A.iv accurately synthesizes ideas from several sources; and 7.17.A.v uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	<p><u>Students Write an Explanatory Paragraph</u> Whole Group 1.8, 1.9, 4.3 Work Time 1.8, 1.9, 3.8, 3.9, 4.3, 4.4</p> <p><u>Write an Explanatory Essay</u> Whole Group 3.16–3.24 Work Time 3.16–3.24</p> <p><u>Write an Expository Paragraph</u> Whole Group 5.7, 5.8 Work Time 5.8</p>
7.17.B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	<p>Teachers can adapt the following activities to meet this objective.</p> <p><u>Write an Argumentative Paragraph &amp; Background Video</u> Whole Group 2.13 Work Time 2.13</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

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<p>7.17.C write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and</p>	<p>Students Plan, Write, and Revise an Literary Review, 5.16–5.24</p> <p>Unit 1—5 weekly Work Time Interactive Reader Critical Responses            Unit 2—5 weekly Work Time Interactive Reader Critical Responses            Unit 3—5 weekly Work Time Interactive Reader Critical Responses            Unit 4—5 weekly Work Time Interactive Reader Critical Responses            Unit 5—5 weekly Work Time Interactive Reader Critical Responses</p>
<p>7.17.D produce a multimedia presentation involving text and graphics using available technology.</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22            Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22</p> <p><u>Introduce: Oral Presentation Skills</u>            Whole Group 4.23            Work Time 4.23</p> <p><u>Present a Multimedia Presentation</u>            Work Time 2.24, 4.24</p> <p>Teacher’s Resources: Writing Resources—Research Writing</p>

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**Grade 7**

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<p>7.18 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p>	<p>Students write at least one short persuasive text in each unit. In addition, Unit 5 includes an extended persuasive writing assignment with accompanying whole class, small group, and independent instruction.</p>
<p>7.18.A establishes a clear thesis or position;            7.18.B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;            and            7.18.C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p>	<p>Unit 5 includes an extended persuasive writing assignment where students develop a thesis and develop arguments supported by evidence. Through whole class and independent instruction, students plan, draft, revise, edit, present, and evaluate their persuasive assignment.</p> <p><u>Write a Literary Review</u>            Whole Group and Work Time 5.16–5.24</p> <p>Introduce: Make a Claim for an Argument            Whole Group 3.14</p> <p><u>Write an Argumentative Paragraph</u>            Whole Group 2.13, 3.14, 4.14, 5.11, 5.12            Work Time 2.13, 2.14, 3.15, 4.14, 4.15, 5.11,5.12</p>

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<b>Oral and Written Conventions</b>	
7.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. In addition, lessons are included that reinforce oral and written conventions.
7.19.A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	<u>Grammar Lessons</u> 1.1-1.5: Common and Proper Nouns; Plural Nouns; Action and Linking Verbs; Main and Helping Verbs; Subject and Predicate  2.1-2.5: Verb Tenses; Using Helping Verbs; Consistent Verb Tenses; Active and Passive Voice; Subject-Verb Agreement  3.1-3.5: Four Kinds of Sentences; Using Nouns in Sentences; Personal Pronouns; Pronouns and Antecedents; Possessive Nouns and Pronouns  4.1-4.5: Indefinite and Reflexive Pronouns; <i>Who</i> and <i>Whom</i> ; Adjectives: Comparative and Superlative; Adverbs: Comparative and Superlative; Conjunctions: Using Conjunctions to Build Compound Sentences; Conjunctions and Complex Sentences  5.1-5.5: Avoiding Fragments and Run-ons; Commas, Semicolons, and Colons; Quotations and Quotation Marks; Correct Capitalization; Negatives and Contractions
7.19.A.i verbs (perfect and progressive tenses) and participles;	<u>Action and Linking Verbs, Main and Helping Verbs</u> Grammar Study Plan, 1.1-1.5  <u>Verb Tenses, Using Helping Verbs, Consistent Verb Tenses</u> Grammar Study Plan, 2.1-2.5

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.19.A.ii appositive phrases;	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. For related material see:  <u>Write Assignments - Revise and Edit</u> Whole Group 1.23, 2.23, 3.22, 4.23, 5.22
7.19.A.iii adverbial and adjectival phrases and clauses;	<u>Adjectives: Comparative and Superlative</u> Grammar Study Plan, 4.1-4.5  <u>Adverbs: Comparative and Superlative</u> Grammar Study Plan, 4.1-4.5
7.19.A.iv conjunctive adverbs (e.g., consequently, furthermore, indeed);	<u>Adverbs: Comparative and Superlative</u> Grammar Study Plan, 4.1-4.5
7.19.A.v prepositions and prepositional phrases and their influence on subject-verb agreement;	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. For related material see:  <u>Write Assignments - Revise and Edit</u> Whole Group 1.23, 2.23, 3.22, 4.23, 5.22
7.19.A.vi relative pronouns (e.g., whose, that, which);	<u>Personal Pronouns</u> Grammar Study Plan, 3.1–3.5
7.19.A.vii subordinating conjunctions (e.g., because, since); and	<u>Conjunctions: Using Conjunctions to Build Compound Sentences</u> Grammar Study Plan, 4.1-4.5  <u>Conjunctions and Complex Sentences</u> Grammar Study Plan, 4.1-4.5
7.19.A.viii transitions for sentence to sentence or paragraph to paragraph coherence;	<u>Use Transitions to Convey a Sequence of Events</u> Whole Group 3.3  <u>Use Transitions</u> Whole Group 3.18



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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
7.19.B write complex sentences and differentiate between main versus subordinate clauses; and	<u>Four Kinds of Sentences</u> Grammar Study Plan, 3.1–3.5  <u>Avoiding Fragments and Run-ons</u> Grammar Study Plan, 5.1-5.5
7.19.C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	<u>Subject and Predicate</u> Grammar Study Plan, 1.1-1.5  <u>Verb Tenses; Using Helping Verbs; Consistent Verb Tense</u> Grammar Study Plan, 2.1-2.5  <u>Four Kinds of Sentences</u> Grammar Study Plan, 3.1–3.5  <u>Conjunctions: Using Conjunctions to Build Compound Sentences</u> Grammar Study Plan, 4.1-4.5  <u>Conjunctions and Complex Sentences</u> Grammar Study Plan, 4.1-4.5  <u>Avoiding Fragments and Run-ons</u> Grammar Study Plan, 5.1-5.5
7.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time.
7.20.A use conventions of capitalization; and 7.20.B recognize and use punctuation marks including: 7.20.B.i commas after introductory words, phrases, and clauses; and 7.20.B.ii semicolons, colons, and hyphens.	<u>Grammar Study Plan</u> 5.1-5.5: Avoiding Fragments and Run-ons; Commas, Semicolons, and Colons; Quotations and Quotation Marks; Correct Capitalization; Negatives and Contractions

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 7</b></p>
<p>7.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</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>Spelling Study Plans</u></p> <p>1.6-1.10: Consonant Sounds /j/ and /k/; Consonant Blends with S; Final Consonant Pairs; Silent Consonants; Doubling Consonants</p> <p>2.6-2.10: Short Vowels; Long Vowels; Special Vowel Sounds; R-Controlled Vowels; Tricky Vowel Sounds</p> <p>3.6-3.10: Using Just Enough Letters; Contractions; Including All the Letters; Getting Letters in Correct Order; Final Syllable</p> <p>4.6-4.10: Prefixes <i>dis-</i>, <i>un-</i>, <i>mid-</i>, <i>pre-</i>; Suffixes <i>-able</i>, <i>-ible</i>, <i>-ant</i>, <i>-ent</i>; Suffixes <i>-ous</i>, <i>-ion</i>, <i>-ation</i>; Possessives; Plurals for Words Ending in <i>f</i> or <i>o</i></p> <p>5.6-5.10: Related Words; Compound Words; Homophones; Easily Confused Words 1; Easily Confused Words</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<b>Research</b>	
7.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	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.
7.22.A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and 7.22.B apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	<p>Teacher's Resources: Writing Resources— Research Writing</p> <p><u>Print and Online Sources</u> Whole Group 4.4</p> <p><u>Introduce: Identify Reliable Sources</u> Whole Group 4.18</p> <p><u>Gather Information from Sources</u> Whole Group 4.19 Work Time 4.19, 4.20</p> <p><u>Research Plan</u> Work Time 4.18</p> <p><u>Plan and Organize a Multimedia Presentation</u> Whole Group 2.19, 2.23, 2.24, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 7</b></p>
<p>7.(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	<p>Each of the two Multimedia Projects that students complete in iLit involves 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>7.23.A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;            7.23.B categorize information thematically in order to see the larger constructs inherent in the information;            7.23.C record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and            7.23.D differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>Teacher's Resources: Writing Resources—            Research Writing</p> <p><u>Print and Online Sources</u>            Whole Group 4.4</p> <p><u>Introduce: Identify Reliable Sources</u>            Whole Group 4.18</p> <p><u>Gather Information from Sources</u>            Whole Group 4.19            Work Time 4.19, 4.20</p> <p><u>Research Plan</u>            Work Time 4.18</p>
<p>7.24 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</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>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

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<p>7.24.A narrow or broaden the major research question, if necessary, based on further research and investigation; and 7.24.B utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19, 2.23, 2.24, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24            Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24</p> <p><u>Print and Online Sources</u>            Whole Group 4.4</p> <p><u>Introduce: Identify Reliable Sources</u>            Whole Group 4.18</p> <p><u>Gather Information from Sources</u>            Whole Group 4.19            Work Time 4.19, 4.20</p> <p><u>Research Plan</u>            Work Time 4.18</p> <p>Teacher’s Resources: Writing Resources—            Research Writing</p>
<p>7.25 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</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>

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**Grade 7**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7	Savvas iLit, ©2013 Grade 7
<p>7.25.A draws conclusions and summarizes or paraphrases the findings in a systematic way;</p> <p>7.25.B marshals evidence to explain the topic and gives relevant reasons for conclusions;</p> <p>7.25.C presents the findings in a meaningful format; and</p> <p>7.25.D follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19, 2.23, 2.24, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24            Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24</p> <p><u>Print and Online Sources</u>            Whole Group 4.4</p> <p><u>Introduce: Identify Reliable Sources</u>            Whole Group 4.18</p> <p><u>Gather Information from Sources</u>            Whole Group 4.19            Work Time 4.19, 4.20</p>
<b>Listening and Speaking</b>	
<p>7.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p>
<p>7.26.A listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</p>	<p><u>Present and Evaluate a Multimedia Presentation</u>            Work Time 2.24, 4.24</p> <p><u>Conferencing with Individuals</u>            Work Time 1.1–1.25, 2.1–2.25, 3.1–3.25, 4.1–4.25, 5.1–5.25</p>
<p>7.26.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22            Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22</p> <p><u>Introduce: Oral Presentation Skills</u>            Whole Group 4.23            Work Time 4.23</p> <p><u>Present a Multimedia Presentation</u>            Work Time 2.24, 4.24</p>

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**Grade 7**

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<p>7.26.C draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</p>	<p><u>Present and Evaluate a Multimedia Presentation</u>            Work Time 2.24, 4.24</p>
<p>7.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>Students are involved in daily structured speaking and listening activities during classroom conversation. In addition, students are expected to deliver and evaluate a formal Multimedia Presentation.</p> <p>All Lessons: Classroom Conversation</p> <p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22            Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22</p> <p><u>Introduce: Oral Presentation Skills</u>            Whole Group 4.23            Work Time 4.23</p> <p><u>Present a Multimedia Presentation</u>            Work Time 2.24, 4.24</p>

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**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 7**

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<p>7.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>Students engage daily in speaking on topics relating to the whole-class anchor texts during Classroom Conversation. Frequently, the Classroom Conversation activities call on students to work productively in groups and to reach consensus on the topics.</p> <p><u>Conferencing with Individuals</u>            Work Time 1.1–1.25, 2.1–2.25, 3.1–3.25, 4.1–4.25, 5.1–5.25</p> <p><u>Small Group Discussion</u>            Classroom Conversation 1.2, 1.3, 1.11, 1.15, 1.19, 2.2, 2.3, 2.10, 2.12, 2.16, 2.18, 2.19, 2.22, 2.24, 3.6, 3.8, 3.11, 3.12, 3.17, 3.21, 4.2, 4.4, 4.5, 4.6, 4.23</p> <p><u>Whole Class/Group Discussion</u>            Classroom Conversation 1.7, 1.9, 1.22, 1.24, 2.1, 2.4, 2.7, 2.8, 2.13, 2.15, 2.21, 3.2, 3.5, 3.7, 3.9, 3.13, 3.14, 3.16, 3.18, 3.19, 3.20, 3.24, 4.3, 4.7, 4.10, 4.12, 4.14, 4.16, 4.18, 4.20</p> <p><u>Whole Class Conversation</u>            Classroom Conversation 1.1, 1.8, 1.13, 1.14, 1.16, 1.18, 1.21, 1.23</p> <p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.19, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22            Work Time 2.19, 2.20, 2.21, 2.22, 2.23, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22</p> <p><u>Introduce: Oral Presentation Skills</u>            Whole Group 4.23            Work Time 4.23</p> <p><u>Present a Multimedia Presentation</u>            Work Time 2.24, 4.24</p>