Grade 7

Contents

2  Module 1  Reading Closely and Writing to Learn
    Topic: Journeys and Survival
18  Module 2A  Working with Evidence
    Topic: Working Conditions
33  Module 3  Understanding Perspectives
    Topic: Slavery: The People Could Fly
51  Module 4A  Reading and Research
    Topic: Screen Time and the Developing Brain

ALTERNATE MODULES
66  Module 2B  Working with Evidence (Drama)
    Topic: Identity and Transformation: Then and Now
83  Module 4B  Reading and Research
    Topic: Water Is Life
Module 1: Reading Closely and Writing to Learn

<table>
<thead>
<tr>
<th>Topic</th>
<th>Journeys and Survival</th>
</tr>
</thead>
</table>
| Central Texts | RL—A Long Walk to Water, Linda Sue Park  
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• Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) |

## Reading Standards for Literature

### RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

A. Analyze stories, drama, or poems by authors who represent diverse world cultures.

### RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

### RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Unit 1 Reading Literature: Key Ideas and Details**

**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

**Unit 5 Reading Literature: Craft and Structure**

**Analyzing Point of View:** “A Letter from Shin Lu to His Mother”/“A Letter from Paul Kelley to His Family” (Historical Fiction)—pp. 132–139

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235

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Module 1: Reading Closely and Writing to Learn

<table>
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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

- **Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41
- **Connect Across Texts:** Analyzing Literary Elements—p. 42
- **Unit 1 Common Core Review:** “The Drummer’s Courage”/“The Story of Hua Mulan”—pp. 44–46

**Unit 5 Reading Literature: Craft and Structure**

- **Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115
- **Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
- **Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/“Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123
- **Analyzing Dramatic Structure:** “The Longest Walk” (Drama)—pp. 124–131
- **Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)—pp. 132–139
- **Close Reading:** “Toward the Unknown River” Adventure—based on actual events—pp. 140–145
- **Connect Across Texts:** Compare and Contrast Texts—p. 146
- **Unit 5 Common Core Review:** “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

- **Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219
- **Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241
- **Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227
- **Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235
- **Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241
- **Connect Across Texts:** Support a Claim—p. 242
- **Unit 9 Common Core Review:** “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246

**Performance Task 1**

- Part 1: Literary Analysis—pp. 311–314
- Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**

- Part 2: Narrative Writing—pp. 321, 325–327
Module 1: Reading Closely and Writing to Learn

<table>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**RL.7.11** Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.*

*This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

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**Reading Standards for Informational Text**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Unit 1 Reading Literature: Key Ideas and Details**

**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

**Analyzing Theme:** “The Courage of John Adams” (Historical Fiction)—pp. 20–27

**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35

**Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41

**Connect Across Texts:** Analyzing Literary Elements—p. 42

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227

**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235

**Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241

**Connect Across Texts:** Support a Claim—p. 242

**Performance Task 1**

**Part 1: Literary Analysis**—pp. 311–314

**Part 2: Narrative Writing**—pp. 311, 315–317

**Performance Task 2**

**Part 1: Literary Analysis**—pp. 321–324

**Part 2: Narrative Writing**—pp. 321, 325–327

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**SEE ALSO**

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

Close Reading: “Our National Space Policy”—pp. 88–93

Unit 3 Common Core Review—pp. 96–98

Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect**—pp. 61–62

**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

**Analyzing Texts:** “Destination Mars” (Feature Article)—pp. 80–87

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Module 1: Reading Closely and Writing to Learn

<table>
<thead>
<tr>
<th>Topic</th>
<th>Journeys and Survival</th>
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</tbody>
</table>

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93</td>
</tr>
<tr>
<td>Connect Across Texts: Support a Claim—p. 94</td>
</tr>
<tr>
<td>Unit 3 Common Core Review: “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98</td>
</tr>
</tbody>
</table>

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Analyzing Word Meanings: “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, Tech Times Daily (Web Article)—pp. 168–175
Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191
Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197
Connect Across Texts: Support a Claim—p. 198
Unit 7 Common Core Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294
## Module 1: Reading Closely and Writing to Learn

<table>
<thead>
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<th>Topic</th>
<th>Journeys and Survival</th>
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</tbody>
</table>

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

<table>
<thead>
<tr>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.7.2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</strong></td>
</tr>
<tr>
<td>Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105</td>
</tr>
<tr>
<td><strong>Unit 4 Common Core Review:</strong> Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112</td>
</tr>
<tr>
<td><strong>SEE ALSO</strong></td>
</tr>
</tbody>
</table>

| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts** |
| Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157 |
| **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164 |
| **SEE ALSO** |
| Introducing Unit 6/Home Connect/Essential Question—pp. 151–153 |

| **Unit 8 Research to Build and Present Knowledge: Write Research Reports** |
| Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210 |
| **Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216 |
| **SEE ALSO** |
| Introducing Unit 8/Home Connect/Essential Question—pp. 203–205 |

<table>
<thead>
<tr>
<th>Performance Task 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314</td>
</tr>
<tr>
<td>Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Performance Task 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324</td>
</tr>
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Module 1: Reading Closely and Writing to Learn

**Central Texts**
- RL—*A Long Walk to Water*, Linda Sue Park
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**Writing Tasks**
- Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9)
- Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)

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<td>A.</td>
<td>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
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<tr>
<td>B.</td>
<td>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td>C.</td>
<td>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**
Read a Student Model/Outline an Evidence-Based Text: Creating an Organizational Structure/Introducing the Topic/Providing Relevant Historical Background/Using Headings and Graphics/Multimedia—pp. 154–157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic—pp. 206–208, 210

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**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic by Grouping and Exploring Related Ideas—pp. 102–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**
Read a Student Model/Outline an Evidence-Based Text: Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so Readers Can Easily Follow the Logic/Showing Cause and Effect—pp. 103, 105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**
Read a Student Model/Outline an Evidence-Based Text: Connecting Ideas with Transitional Words and Phrases—pp. 156–157
Module 1: Reading Closely and Writing to Learn

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

| **Unit 8 Research to Build and Present Knowledge: Write Research Reports** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—p. 206 |

| **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105 |

| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Outline an Evidence-Based Text: Using Precise Language/Defining Unfamiliar Terms—pp. 155–157 |

| **Unit 8 Research to Build and Present Knowledge: Write Research Reports** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Use Index Cards/Outline a Research Report: Using Precise Language—p. 207 |

| **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Outline an Informative/Explanatory Essay: Using a Formal Style—pp. 102, 105 |

| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Outline an Evidence-Based Text: Using a Formal Style in Writing—pp. 156–157 |

| **Unit 8 Research to Build and Present Knowledge: Write Research Reports** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Use Index Cards/Outline a Research Report: Using a Formal, Academic Style—p. 207 |

| **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Conclusion that Sums up the Essay’s Central Idea—pp. 104–105 |

| **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Outline an Evidence-Based Text: Wrapping Up the Topic in the Conclusion—pp. 156–157 |

| **Unit 8 Research to Build and Present Knowledge: Write Research Reports** |
|-----------------------------|--------------------------------------------------------------------------|
| Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing the Central Idea in the Conclusion—pp. 208, 210 |

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D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Module 1: Reading Closely and Writing to Learn

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

**Performance Task 1**

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317

**Performance Task 2**

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Creating an Organizational Structure/Engaging the Reader’s Attention/Introducing the Narrator and Point of View—pp. 50–51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Using Sensory Language and Precise Words to Make Experiences More Realistic—pp. 50–51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:** Analyze a student model/organize and draft an evidence-based text—pp. 154–157

**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164
Module 1: Reading Closely and Writing to Learn

<table>
<thead>
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**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. *

*W.7.5 is also addressed specifically in M4.

**W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*

*W.7.6 is particularly emphasized in M2A.

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
- Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210
- **Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

**Unit 10 Text Types and Purposes: Write Opinion Pieces**
- Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion essay—pp. 250–253
- **Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260

**Writing Handbook**
- Step 1: Planning—pp. 300–302
- Step 2: Drafting—p. 303
- Step 3: Revising—pp. 304–305
- Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 306–308

**Writing Handbook**
- Step 1: Planning (using a computer)—pp. 300–302
- Step 2: Drafting (using a computer)—p. 303
- Step 3: Revising (using a computer)—pp. 304–305
- Step 4: Editing (using a computer)—pp. 306–308
# Module 1: Reading Closely and Writing to Learn

<table>
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| RI—“Sudanese Tribes Confront Modern War,” Karl Vick |
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| | • Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

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**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

- Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing or Paraphrasing/Taking Notes/Citing Credible and Reliable Sources —pp. 206–210
- Unit 8 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216

**Performance Task 1**
- Part 3: Research Simulation —pp. 311, 318–320

**Performance Task 2**

**Writing Handbook**
- Step 1: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

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**Unit 1 Reading Literature: Key Ideas and Details**

- Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
- Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
- Drawing Inferences: “Courage in the Water” (Realistic Fiction)—pp. 12–19
- Analyzing Theme: “The Courage of John Adams” (Historical Fiction)—pp. 20–27
- Analyzing Literary Language: “A Valentine” by Edgar Allan Poe (Poetry)/ “Annabel Lee” by Edgar Allan Poe (Poetry)— pp. 116–123
- Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41
- Connect Across Texts: Analyzing Literary Elements—p. 42
- Unit 1 Common Core Review: “The Drummer’s Courage”/ “The Story of Hua Mulan”—pp. 44–46

**Unit 5 Reading Literature: Craft and Structure**

- Introducing Unit 5/Home Connect/Essential Question—pp. 113–115
- Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
- Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 124–131
- Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)— pp. 132–139
Module 1: Reading Closely and Writing to Learn

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145
Connect Across Texts Compare and Contrast Texts—p. 146
Unit 5 Common Core Review: “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241
Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/”Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227
Comparing and Contrasting Historical Accounts: “Journal of a British Officer” (Historical Account)—pp. 228–235
Close Reading: “A Plains Family Moves West” (Historical Fiction)/”Great Plains” (Movie Review)/”Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241
Connect Across Texts: Support a Claim—p. 242
Unit 9 Common Core Review: “Great Plains” (continued)/”Joe’s Letter to His Grandmother”—pp. 244–246

Performance Task 1
Part 1: Literary Analysis—pp. 311–314
Part 2: Narrative Writing—pp. 311, 315–317

Performance Task 2
Part 2: Narrative Writing—pp. 321, 325–327

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71
Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79
Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87
Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93
Connect Across Texts: Support a Claim—p. 94
Unit 3 Common Core Review: “Going Up: Space Elevator”/”Going Nowhere: Space Elevator”—pp. 96–98

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect—pp. 165–166
Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
Module 1: Reading Closely and Writing to Learn

<table>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, Tech Times Daily (Web Article)—pp. 168–175

**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183

**Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191

**Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197

**Connect Across Texts:** Support a Claim—p. 198

**Unit 7 Common Core Review:** “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect**—pp. 261–262

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271

**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

**Close Reading:** “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293

**Connect Across Texts:** Compare and Contrast Texts—p. 294

**Unit 11 Common Core Review:** “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298

**Performance Task 1**

**Part 3: Research Simulation**—pp. 311, 318–320

**Performance Task 2**


**Connect Across Texts (write a brief essay): Analyze Literary Elements**—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—p. 146

**Connect Across Texts (complete a chart with claims and reasoning): Compare and Contrast Texts**—p. 294

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Module 1: Reading Closely and Writing to Learn

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<tr>
<td><strong>Unit 2 Common Core Review:</strong> Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60</td>
</tr>
</tbody>
</table>

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:**
Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

**Read a Student Model/Outline an Evidence-Based Text:**
Analyze a student model/organize and draft an evidence-based text—pp. 154–157

**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use Index Cards/Outline a Research Report:**
Analyze a student model/organize and draft a research report—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:**
Analyze a student model/organize and draft an opinion piece—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 254—p. 260

**Writing Handbook**

**Step 1: Planning**—pp. 300–302
**Step 2: Drafting**—p. 303
**Step 3: Revising**—pp. 304–305
**Step 4: Editing**—pp. 306–308
**Step 5: Producing, Publishing, and Presenting**—pp. 309–310

**Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314
**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317
**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320
Module 1: Reading Closely and Writing to Learn

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

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<th>Language Standards</th>
<th>SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7</th>
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<tr>
<td>L.7.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td><strong>A.</strong></td>
<td>Explain the function of phrases and clauses in general and their function in specific sentences.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
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Performance Task 2

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.*

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Function of Phrases and Clauses—pp. 54–55

SEE ALSO
Introducing Unit 2/Home Connect—pp. 47–48  
Unit 2 Common Core Review—p. 60

Unit 8 Research to Build and Present Knowledge: Write Research Reports

**Language:** Verbals and Verbal Phrases—pp. 211–212

SEE ALSO
Introducing Unit 8/Home Connect—pp. 203–204  
Unit 8 Common Core Review—p. 216

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

**Language:** Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159

SEE ALSO
Introducing Unit 6/Home Connect—pp. 151–152  
Unit 6 Common Core Review—pp. 163–164  

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

**Language:** Phrase and Clause Placement—p. 106  
**Language:** Misplaced Modifiers—p. 107

SEE ALSO
Introducing Unit 4/Home Connect—pp. 99–100  
Unit 4 Common Core Review—p. 112  
Module 1: Reading Closely and Writing to Learn

**Central Texts**
- **RL**—*A Long Walk to Water*, Linda Sue Park
- **RI**—“Sudanese Tribes Confront Modern War,” Karl Vick

**Writing Tasks**
- Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9)
- Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**L.7.2**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.7.6**
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

*L.7.6 also is specifically addressed in M4.

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
**Language:** Dangling Modifiers—p. 213

*SEE ALSO*
Introducing Unit 8/Home Connect—pp. 203–204
Unit 8 Common Core Review—p. 216

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
**Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160

*SEE ALSO*
Introducing Unit 6/Home Connect—pp. 151–152
Unit 6 Common Core Review—pp. 163–164

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
**Language:** Word Relationships (using word relationships to learn new words)—pp. 56–57

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
**Language:** Figurative Language: Metaphor and Simile—p. 108
**Language:** Figurative Language: Hyperbole and Personification—p. 109

**Unit 5 Reading Literature: Craft and Structure**
**Analyzing Literary Language:** "A Valentine" by Edgar Allen Poe (Poetry)/"Annabel Lee" by Edgar Allen Poe (Poetry)—pp. 116–123

**Unit 7 Reading Informational Text: Craft and Structure**
**Analyzing Word Meanings:** "Satellites and the Global Positioning System" by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175
**Language:** Context Clues—p. 199

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**
**Language:** Word Meanings—p. 243

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
**Language:** Word Relationships (using word relationships to learn new words)—p. 295

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## Module 1: Reading Closely and Writing to Learn

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Writing Handbook**  
**Step 3 Revising:** Revising Checklist: Word Choice—p. 304
## Module 2A: Working with Evidence

### Topic
**Working Conditions**

### Central Texts
- RL—*Lyddie*, Katherine Paterson
- RI—“Commonwealth Club Address,” César Chávez

### Writing Tasks
- Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)
- Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

#### RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### RL.7.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Unit 1 Reading Literature: Key Ideas and Details
- **Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

#### Unit 1 Reading Literature: Key Ideas and Details
- **Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35

#### Unit 1 Common Core Review
- Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
- Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41
- Unit 1 Common Core Review—pp. 44–46
- Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure
- **Analyzing Literary Language:** "A Valentine" by Edgar Allen Poe (Poetry)/ "Annabel Lee" by Edgar Allen Poe (Poetry)—pp. 116–123
- **Analyzing Dramatic Structure:** “The Longest Walk” (Drama)—pp. 124–131
- **Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)—pp. 132–139
- **Close Reading:** “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145
- **Connect Across Texts:** Compare and Contrast Texts—p. 146
- **Unit 5 Common Core Review:** “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

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Module 2A: Working with Evidence

<table>
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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**
- Introducing Unit 9/Home Connect/Essential Question—pp. 217–219
- Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241
- Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227
- Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235
- Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241
- Connect Across Texts: Support a Claim—p. 242
- Unit 9 Common Core Review: “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246

**Performance Task 1**
- Part 1: Literary Analysis—pp. 311–314
- Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**
- Part 2: Narrative Writing—pp. 321, 325–327

**Unit 1 Reading Literature: Key Ideas and Details**
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- Analyzing Theme: “The Courage of John Adams” (Historical Fiction)—pp. 20–27
- Analyzing Literary Elements: “Into the Unknown” (Multi-Act Play)—pp. 28–35
- Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41
- Connect Across Texts: Analyzing Literary Elements—p. 42

**Unit 5 Reading Literature: Craft and Structure**
- Analyzing Literary Language: “A Valentine” by Edgar Allen Poe (Poetry)/“Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123
- Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 124–131
- Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)—pp. 132–139
- Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145
- Connect Across Texts: Compare and Contrast Texts—p. 146

**RL.7.11** Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.*

A. Self-select text based on personal preferences.

B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

*RL.7.11 is also specifically assessed in Module 1.
Module 2A: Working with Evidence

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• Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) |

**Reading Standards for Informational Text**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227

Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235

Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241

Connect Across Texts: Support a Claim—p. 242

**Performance Task 1**

Part 1: Literary Analysis—pp. 311–314  
Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**

Part 2: Narrative Writing—pp. 321, 325–327

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

**Analyzing Texts:** “Destination Mars” (Feature Article)—pp. 80–87

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Module 2A: Working with Evidence

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<thead>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SA达尔 NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 7 Reading Informational Text: Craft and Structure**

**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183

**SEAlSO**  
Introducing Unit 7/Home Connect/Essential Question—pp. 165–167  
Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197  
Unit 7 Common Core Review—pp. 200–202  
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect**—pp. 61–62  
**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93  
**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71  
**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79  
**Analyzing Texts:** “Destination Mars” (Feature Article)—pp. 80–87  
**Close Reading:** “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93  
**Connect Across Texts:** Support a Claim—p. 94  
**Unit 3 Common Core Review:** “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

**Unit 7 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 7/Home Connect**—pp. 165–166  
**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197  
**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175  
**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183  
**Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191  
**Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197  
**Connect Across Texts:** Support a Claim—p. 198  
**Unit 7 Common Core Review:** “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect**—pp. 261–262  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Module 2A: Working with Evidence

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271

**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

**Close Reading:** “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293

**Connect Across Texts:** Compare and Contrast Texts—p. 294

**Unit 11 Common Core Review:** “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298

### Writing Standards

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

- **A.** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- **B.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- **C.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- **D.** Establish and maintain a formal style.

- **E.** Provide a concluding statement or section that follows from and supports the argument presented.

---

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260

**SEE ALSO** Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Creating an Organizational Structure/Introducing the Topic/Presenting the Claim/Addressing Opposing Claims/Organizing Evidence Logically—pp. 250–253

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Supporting Claims with Relevant Evidence from Credible Sources, Logical Reasoning—pp. 251–253

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Connecting Evidence with Transition Words, Phrases, and Clauses—pp. 252–253

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Using Academic Language and a Formal Tone—p. 250

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Providing a Conclusion that Supports the Essay’s Argument—pp. 252–253

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Module 2A: Working with Evidence

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

SEE ALSO

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157

Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

SEE ALSO
Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

Unit 8 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216

SEE ALSO
Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

**Performance Task 1**
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

**Performance Task 2**
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105
Module 2A: Working with Evidence

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

| Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts |
|---|---|
| Read a Student Model/Outline an Evidence-Based Text: |
| Creating an Organizational Structure/Introducing the Topic/Providing Relevant Historical Background/Using Headings and Graphics/Multimedia—pp. 154–157 |

| Unit 8 Research to Build and Present Knowledge: Write Research Reports |
|---|---|
| Read a Student Model/Use Index Cards/Outline a Research Report: |
| Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic—pp. 206–208, 210 |

| Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts |
|---|---|
| Read a Student Model/Outline an Informative/Explanatory Essay: |
| Developing the Topic by Grouping and Exploring Related Ideas—pp. 102–105 |

| Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts |
|---|---|
| Read a Student Model/Outline an Evidence-Based Text: |
| Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 157 |

| Unit 8 Research to Build and Present Knowledge: Write Research Reports |
|---|---|
| Read a Student Model/Use Index Cards/Outline a Research Report: |
| Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210 |

| Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts |
|---|---|
| Read a Student Model/Outline an Informative/Explanatory Essay: |
| Using Precise Language to Name Exact Things and Ideas—pp. 103, 105 |

| Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts |
|---|---|
| Read a Student Model/Outline an Evidence-Based Text: |
| Using Precise Language/Defining Unfamiliar Terms—pp. 155–157 |

| Unit 8 Research to Build and Present Knowledge: Write Research Reports |
|---|---|
| Read a Student Model/Use Index Cards/Outline a Research Report: |
| Using Precise Language—p. 207 |

| Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts |
|---|---|
| Read a Student Model/Outline an Informative/Explanatory Essay: |
| Providing a Conclusion that Sums up the Essay’s Central Idea—pp. 104–105 |

---

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Module 2A: Working with Evidence

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

<table>
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<th>Standard</th>
<th>Description</th>
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| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
*This is a standard specific to New York State.* |
Module 2A: Working with Evidence

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*

*W.7.5 is also specifically assessed in M4.

**W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*

*W.7.6 is particularly emphasized in M2A.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
Draft a Nonfictional Narrative—p. 53  
Unit 2 Common Core Review: Write the final draft—p. 60

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Draft an Informative/Explanatory Essay—p. 105  
Unit 4 Common Core Review: Write the final draft—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
Draft an Evidence-Based Essay—p. 157  
Unit 8 Common Core Review: Write the final draft—p. 164

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
Unit 8 Common Core Review: Write the final draft—p. 216

**Unit 10 Text Types and Purposes: Write Opinion Pieces**
Draft an Opinion Piece—p. 254  
Unit 10 Common Core Review: Write the final draft—p. 260

**Writing Handbook**
Step 1: Planning—pp. 300–302  
Step 2: Drafting—p. 303  
Step 3: Revising—pp. 304–305  
Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 306–308

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210  
Unit 8 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216

**Writing Handbook**
Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302

See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

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Module 2A: Working with Evidence

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• Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

**UNIT 8 RESEARCH TO BUILD AND PRESENT KNOWLEDGE: WRITE RESEARCH REPORTS**

- **Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources —pp. 206–210
- **Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

**PERFORMANCE TASK 1**

Part 3: Research Simulation —pp. 311, 318–320

**PERFORMANCE TASK 2**


**WRITING HANDBOOK**

Step 1: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

**UNIT 1 READING LITERATURE: KEY IDEAS AND DETAILS**

- **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11
- **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
- **Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19
- **Analyzing Theme:** “The Courage of John Adams” (Historical Fiction)—pp. 20–27
- **Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35
- **Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41
- **Connect Across Texts:** Analyzing Literary Elements—p. 42
- **Unit 1 Common Core Review:** “The Drummer’s Courage”/ “The Story of Hua Mulan”—pp. 44–46

**UNIT 5 READING LITERATURE: CRAFT AND STRUCTURE**

- **Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115
- **Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
- **Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)— pp. 116–123
- **Analyzing Dramatic Structure:** “The Longest Walk” (Drama)— pp. 124–131
- **Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)— pp. 132–139
- **Close Reading:** “Toward the Unknown River” Adventure— based on actual events)—pp. 140–145
- **Connect Across Texts** Compare and Contrast Texts—p. 146
- **Unit 5 Common Core Review:** “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150
Module 2A: Working with Evidence

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| Writing Tasks | • Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)  
• Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) |

**W.7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Module 2A: Working with Evidence

Topic: Working Conditions

Central Texts
- RL — Lyddie, Katherine Patterson
- RI — “Commonwealth Club Address,” César Chávez

Writing Tasks
- Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)
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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts
Read a Student Model/Outline an Evidence-Based Text:
Analyze a student model/organize and draft an evidence-based text — pp. 154–157
Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based text started on p. 157 — p. 164

Unit 8 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report:
Analyze a Student Model/Organize and Draft a Research Report — pp. 206–210
Unit 8 Common Core Review: Assignment: Write the final copy of the research report started on p. 210 — p. 216

Unit 10 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Piece:
Analyze a student model/organize and draft an opinion piece — pp. 250–253
Unit 10 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 254 — p. 260

Writing Handbook
Step 1: Planning — pp. 300–302
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Performance Task 1
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Part 2: Narrative Writing (write a narrative in response to the prompt) — pp. 311, 315–317
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt) — pp. 311, 318–320

Performance Task 2
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt) — pp. 321–324
Part 2: Narrative Writing (write a narrative in response to the prompt) — pp. 321, 325–327
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt) — pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.
Module 2A: Working with Evidence

Topic | Working Conditions
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Central Texts | RL—Lyddie, Katherine Patterson  
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• Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)

Language Standards

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Module 2A: Working with Evidence

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).

B. Spell correctly.

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

*L.7.6 also is specifically addressed in M4.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 10 Text Type and Purposes: Write Opinion Pieces**

Language: Coordinate and Cumulative Adjectives—pp. 254–255

SEE ALSO
Introducing Unit 10/Home Connect—pp. 247–248
Unit 10 Common Core Review—p. 260

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

Language: Standard Capitalization, Punctuation, and Spelling—pp. 160

SEE ALSO
Introducing Unit 6/Home Connect—pp. 151–152
Unit 6 Common Core Review—pp. 163–164

**Unit 10 Text Type and Purposes: Write Opinion Pieces**

Language: Expressing Ideas Precisely and Concisely—pp. 256–257

SEE ALSO
Introducing Unit 10/Home Connect—pp. 247–248
Unit 10 Common Core Review—p. 260

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

Language: Word Relationships (using word relationships to learn new words)—pp. 56–57

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

Language: Figurative Language: Metaphor and Simile—p. 108
Language: Figurative Language: Hyperbole and Personification—p. 109

**Unit 5 Reading Literature: Craft and Structure**

Analyzing Literary Language: “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123
Module 2A: Working with Evidence

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Unit 7 Reading Informational Text: Craft and Structure**
**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175
**Language:** Context Clues—p. 199

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**
**Language:** Word Meanings—p. 243

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
**Language:** Word Relationships (using word relationships to learn new words)—p. 295

**Writing Handbook**
**Step 3 Revising:** Revising Checklist: Word Choice—p. 304
Module 3: Understanding Perspectives

<table>
<thead>
<tr>
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</tr>
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<td>Central Texts</td>
<td>RI—Narrative of the Life of Frederick Douglass (excerpts)</td>
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| Writing Tasks | • Literary Nonfiction Analysis: Analyzing Douglass’s Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9)  
• Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION , GRADE 7

#### Reading Standards for Literature

**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.7.5** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

---

**Unit 1 Reading Literature: Key Ideas and Details**

**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

*SEE ALSO*
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41  
Unit 1 Common Core Review—pp. 44–46  
Performance Task—Online

**Unit 5 Reading Literature: Craft and Structure**

**Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123

*SEE ALSO*
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145  
Unit 5 Common Core Review—pp. 148–150  
Performance Task—Online

**Unit 5 Reading Literature: Craft and Structure**

**Analyzing Dramatic Structure:** “The Longest Walk” (Drama)—pp. 124–131

*SEE ALSO*
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115  
Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145  
Unit 5 Common Core Review—pp. 148–150  
Performance Task—Online

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227

*SEE ALSO*
Introducing Unit 9/Home Connect/Essential Question—pp. 217–219  
Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241  
Unit 9 Common Core Review—pp. 244–246  
Performance Task—Online

**Unit 1 Reading Literature: Key Ideas and Details**

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41  
**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19  
**Analyzing Theme:** “The Courage of John Adams” (Historical Fiction)—pp. 20–27
### Module 3: Understanding Perspectives

<table>
<thead>
<tr>
<th>Topic</th>
<th>Slavery: The People Could Fly</th>
</tr>
</thead>
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                     | • Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9) |

#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35  
**Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41  
**Connect Across Texts:** Analyzing Literary Elements—p. 42  
**Unit 1 Common Core Review:** “The Drummer’s Courage”/“The Story of Hua Mulan”—pp. 44–46

**Unit 5 Reading Literature: Craft and Structure**  
**Introducing Unit 5/Home Connect/Essential Question**—pp. 113–115  
**Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145  
**Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/“Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123  
**Analyzing Dramatic Structure:** “The Longest Walk” (Drama)—pp. 124–131  
**Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)—pp. 132–139  
**Close Reading:** “Toward the Unknown River” Adventure—based on actual events—pp. 140–145  
**Connect Across Texts:** Compare and Contrast Texts—p. 146  
**Unit 5 Common Core Review:** “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Introducing Unit 9/Home Connect/Essential Question**—pp. 217–219  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241  
**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227  
**Comparing and Contrasting Historical Accounts:** “Journal of a British Officer” (Historical Account)—pp. 228–235  
**Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241  
**Connect Across Texts:** Support a Claim—p. 242  
**Unit 9 Common Core Review:** “Great Plains” (continued)/“Joe’s Letter to His Grandmother”—pp. 244–246

**Performance Task 1**  
Part 1: Literary Analysis—pp. 311–314  
Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**  
Part 2: Narrative Writing—pp. 321, 325–327
Module 3: Understanding Perspectives

**Topic:** Slavery: The People Could Fly

**Central Texts**

| RI—Narrative of the Life of Frederick Douglass (excerpts) |

**Writing Tasks**

- Literary Nonfiction Analysis: Analyzing Douglass's Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9)
- Children's Book to Retell an Episode from the Narrative (W.7.3, 7.9)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

| RL.7.1 | Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.* |

*This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 1 Reading Literature: Key Ideas and Details**

**Drawing Inferences:** “ Courage in the Water” (Realistic Fiction)—pp. 12–19

**Analyzing Theme:** “The Courage of John Adams” (Historical Fiction)—pp. 20–27

**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35

**Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41

**Connect Across Texts:** Analyzing Literary Elements—p. 42

**Unit 5 Reading Literature: Craft and Structure**

**Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)— pp. 116–123

**Analyzing Dramatic Structure:** “The Longest Walk” (Drama)— pp. 124–131

**Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)— pp. 132–139

**Close Reading:** “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145

**Connect Across Texts:** Compare and Contrast Texts—p. 146

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)— pp. 220–227

**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235

**Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241

**Connect Across Texts:** Support a Claim—p. 242

**Performance Task 1**

Part 1: Literary Analysis—pp. 311–314

Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**


Part 2: Narrative Writing—pp. 321, 325–327

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**SEE ALSO**

Introducing Unit 3/Home Connect/Essential Question—pp. 61–63

Close Reading: “Our National Space Policy”—pp. 88–93

Unit 3 Common Core Review— pp. 96–98

Performance Task—Online
Module 3: Understanding Perspectives

**Topic**
Slavery: The People Could Fly

**Central Texts**
- RI—Narrative of the Life of Frederick Douglass (excerpts)

**Writing Tasks**
- Literary Nonfiction Analysis: Analyzing Douglass’s Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9)
- Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**RI.7.2**
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.4**
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**RI.7.6**
Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.7.10**
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Module 3: Understanding Perspectives

Topic | Slavery: The People Could Fly

Central Texts | RI—Narrative of the Life of Frederick Douglass (excerpts)

Writing Tasks | • Literary Nonfiction Analysis: Analyzing Douglass’s Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9)
• Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191
Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197
Connect Across Texts: Support a Claim—p. 198
Unit 7 Common Core Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294

Writing Standards

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105
Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts
Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157
Module 3: Understanding Perspectives

<table>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

**Performance Task 1**

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

**Performance Task 2**

Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324

Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**

Read a Student Model/Outline an Evidence-Based Text: Creating an Organizational Structure/Introducing the Topic/Providing Relevant Historical Background/Using Headings and Graphics/Multimedia—pp. 154–157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Previewing Information to Follow/Organizing Information Using Formatting/Including Graphics to Help the Reader Better Understand the Topic—pp. 206–208, 210
Module 3: Understanding Perspectives

<table>
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• Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic by Grouping and Exploring Related Ideas—pp. 102–105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**  
Read a Student Model/Outline an Evidence-Based Text: Developing the Topic with Evidence (Relevant Facts, Details, and Examples)/Trustworthy Sources—pp. 155, 157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Relevant Facts, Details, and Examples—pp. 206–210

**C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
Read a Student Model/Outline an Informative/Explanatory Essay: Using Transitions to Link Ideas so Readers Can Easily Follow the Logic/Showing Cause and Effect—pp. 103, 105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**  
Read a Student Model/Outline an Evidence-Based Text: Connecting Ideas with Transitional Words and Phrases—pp. 156–157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions—p. 206

**D. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language to Name Exact Things and Ideas—pp. 103, 105

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**  
Read a Student Model/Outline an Evidence-Based Text: Using Precise Language/Defining Unfamiliar Terms—pp. 155–157

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
Read a Student Model/Use Index Cards/Outline a Research Report: Using Precise Language—p. 207
Module 3: Understanding Perspectives

<table>
<thead>
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<th>Central Texts</th>
</tr>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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**UNIT 2 TEXT TYPES AND PURPOSES: WRITE NONFICTIONAL NARRATIVES**

**Read a Student Model/Write a Nonfictional Narrative:**
- Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

**Performance Task 1**
- **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317

**Performance Task 2**
- **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:**
- Creating an Organizational Structure/Engaging the Reader’s Attention/Introducing the Narrator and Point of View—pp. 50–51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Using Pacing and Dialogue/Description of Characters and Events—pp. 50–53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Using Transition Words and Phrases to Connect Events—pp. 51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Using Sensory Language and Precise Words to Make Experiences More Realistic—pp. 50–51, 53

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Write a Nonfictional Narrative:** Wrapping up the Narrative with a Conclusion That Leaves the Reading with a Final Thought—pp. 52–53

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# Module 3: Understanding Perspectives

## Topic
Slavery: The People Could Fly

## Central Texts
RI—Narrative of the Life of Frederick Douglass (excerpts)

## Writing Tasks
- Literary Nonfiction Analysis: Analyzing Douglass's Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9)
- Children's Book to Retell an Episode from the Narrative (W.7.3, 7.9)

## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

### W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

### W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

*W.7.5 is also specifically assessed in M4.*
Module 3: Understanding Perspectives

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*

*W.7.6 is particularly emphasized in M2A.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

UNIT 8 Research to Build and Present Knowledge: Write Research Reports

Draft a Research Report p. 210

Unit 8 Common Core Review: Write the final draft p. 216

UNIT 10 Text Types and Purposes: Write Opinion Pieces

Draft an Opinion Piece p. 254

Unit 10 Common Core Review: Write the final draft p. 260

Writing Handbook

Step 1: Planning pp. 300–302

Step 2: Drafting p. 303

Step 3: Revising pp. 304–305

Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips) pp. 306–308

Writing Handbook


See also Home Connect: (using technology/Internet, also online activities: sadlierconnect.com) pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

UNIT 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect pp. 61–62

Key Ideas and Details: Comprehension Check pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech) pp. 64–71

Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview) pp. 72–79

Analyzing Texts: “Destination Mars” (Feature Article) pp. 80–87


Connect Across Texts: Support a Claim p. 94

Unit 3 Common Core Review: “Going Up: Space Elevator” “Going Nowhere: Space Elevator” pp. 96–98

UNIT 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect pp. 165–166

Craft and Structure: Comprehension Check pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197


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## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

|分析文本结构|“Hurricanes: Earth’s Most Violent Storms”（技术文本）—pp. 176–183 |
|分析观点|“Our Fragile Ecosystem: The Importance of Preserving the Wetlands”（科学文本）—pp. 184–191 |
|接近阅读|“Satellites: Bridging the Gap from Earth to Sky”（技术文本）—pp. 192–197 |
|跨文本连接|支持一个论点—p. 198 |

### Unit 11阅读信息性文本：知识和想法的整合

**Introducing Unit 11/Home Connect**—pp. 261–262  
**Integration of Knowledge and Ideas**：理解性检查—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293  
**比较媒体呈现**：“The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271  
**评估论点**：What Forests Offer Us by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279  
**分析观点**：“Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287  
**接近阅读**：“Deeply Flawed Book”（Letter to the Editor）/“Dark Wyoming”（电影评论）—pp. 288–293  
**跨文本连接**：比较和对比文本—p. 294  

### 性能任务1

**Part 3: Research Simulation**—pp. 311, 318–320

### 性能任务2


**跨文本连接**（写一篇简短的作文）：分析文学元素—p. 42; 支持一个论点—pp. 94, 198, 242; 比较和对比文本—p. 146  
**跨文本连接**（完成一个有论点和推理的表格）：比较和对比文本—p. 294

### 单元2文本类型和目的：写非小说性叙述

**分析文学作品**：在给定的非小说性叙述上进行终稿—p. 53—p. 60

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**W.7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Module 3: Understanding Perspectives

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• Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**
Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157

**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210

**Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

**Unit 10 Text Types and Purposes: Write Opinion Pieces**
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 254—p. 260

**Writing Handbook**
- **Step 1: Planning**—pp. 300–302
- **Step 2: Drafting**—p. 303
- **Step 3: Revising**—pp. 304–305
- **Step 4: Editing**—pp. 306–308
- **Step 5: Producing, Publishing, and Presenting**—pp. 309–310

**Performance Task 1**
- **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314
- **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317
- **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

**Performance Task 2**
- **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324
- **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327
- **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330
### Module 3: Understanding Perspectives

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• Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9) |

#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**W.7.11** Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.¹

A. Make deliberate, personal, cultural, textual, and thematic connections across genres.

B. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

¹This is a standard specific to New York State.

### Speaking and Listening Standards

**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Connect Across Texts** (be prepared to discuss ideas with class): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (Did I?: Come to the discussion prepared?), 110, 162, 214, 258

**Writing Handbook**

- **Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening Tips—p. 310

See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
Module 3: Understanding Perspectives

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<td>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<td>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
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<tr>
<td>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
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Language Standards

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

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<tr>
<td>Speaking and Listening: Discuss/Return to the Essential Question (follow discussion rules)—pp. 58 (rules checklist/define individual roles), 110, 162, 214, 258</td>
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<td>Connect Across Texts: Return to the Essential Question (pose and answer questions/respond with relevant observations)—p. 294</td>
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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Function of Phrases and Clauses—pp. 54–55

See also Introducing Unit 2/Home Connect—pp. 47–48 Unit 2 Common Core Review—p. 60
Module 3: Understanding Perspectives

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                          • Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9) |

### English Language Arts Standards / Description, Grade 7

**B.** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**C.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**A.** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old, green shirt*).

**B.** Spell correctly.

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**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Language:** Verbals and Verbal Phrases—pp. 211–212

SEE ALSO
- Introducing Unit 8/Home Connect—pp. 203–204
- Unit 8 Common Core Review—p. 216

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Language:** Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159

SEE ALSO
- Introducing Unit 6/Home Connect—pp. 151–152
- Unit 6 Common Core Review—p. 163–164

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Language:** Phrase and Clause Placement—p. 106

**Language:** Misplaced Modifiers—p. 107

SEE ALSO
- Introducing Unit 4/Home Connect—pp. 99–100
- Unit 4 Common Core Review—p. 112

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

**Language:** Dangling Modifiers—p. 213

SEE ALSO
- Introducing Unit 8/Home Connect—pp. 203–204
- Unit 8 Common Core Review—p. 216

**Unit 10 Text Type and Purposes: Write Opinion Pieces**

**Language:** Coordinate and Cumulative Adjectives—pp. 254–255

SEE ALSO
- Introducing Unit 10/Home Connect—pp. 247–248
- Unit 10 Common Core Review—p. 260

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**

**Language:** Standard Capitalization, Punctuation, and Spelling—pp. 160

SEE ALSO
- Introducing Unit 6/Home Connect—pp. 151–152
- Unit 6 Common Core Review—pp. 163–164
Module 3: Understanding Perspectives

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
Module 3: Understanding Perspectives

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

*S.7.6 also is specifically addressed in M4.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Language: Word Relationships (using synonyms, antonyms, and analogies to learn new words)—pp. 56–57

SEE ALSO
Introducing Unit 2/Home Connect—pp. 47–48

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Word Relationships—p. 295

SEE ALSO
Introducing Unit 11/Home Connect—pp. 261–262
Unit 11 Common Core Review—pp. 296–297

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Meanings—p. 243

SEE ALSO
Introducing Unit 9/Home Connect—pp. 217–218
Unit 9 Common Core Review—pp. 244–246

Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Language: Word Relationships (using word relationships to learn new words)—pp. 56–57

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Language: Figurative Language: Metaphor and Simile—p. 108
Language: Figurative Language: Hyperbole and Personification—p. 109

Unit 5 Reading Literature: Craft and Structure
Analyzing Literary Language: “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)— pp. 116–123

Unit 7 Reading Informational Text: Craft and Structure
Language: Context Clues—p. 199

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Language: Word Meanings—p. 243
### Module 3: Understanding Perspectives

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<td>Step 3 Revising: Revising Checklist: Word Choice—p. 304</td>
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Module 4A: Research, Decision Making, and Forming Positions

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• Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5) |

**Reading Standards for Literature**

**RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Unit 1 Reading Literature: Key Ideas and Details**
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41

Drawing Inferences: “Courage in the Water” (Realistic Fiction)—pp. 12–19

Analyzing Theme: “The Courage of John Adams” (Historical Fiction)—pp. 20–27

Analyzing Literary Elements: “Into the Unknown” (Multi-Act Play)—pp. 28–35

Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41

Connect Across Texts: Analyzing Literary Elements—p. 42

Unit 1 Common Core Review: “The Drummer’s Courage”/“The Story of Hua Mulan”—pp. 44–46

---

**Unit 5 Reading Literature: Craft and Structure**
Introducing Unit 5/Home Connect/Essential Question—pp. 113–115

Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

Analyzing Literary Language: “A Valentine” by Edgar Allen Poe (Poetry)/“Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123

Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 124–131

Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)—pp. 132–139

Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145

Connect Across Texts: Compare and Contrast Texts—p. 146

Unit 5 Common Core Review: “Rehearsing with a Friend”/“An Entry from Gwen’s Diary”—pp. 148–150

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**Unit 9 Reading Literature: Integration of Knowledge and Ideas**
Introducing Unit 9/Home Connect/Essential Question—pp. 217–219

Integration of Knowledge and Ideas: Comprehension Check—pp. 221, 223, 225, 227, 229, 231, 233, 235, 239–241

Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227

Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235

Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241
### Module 4A: Research, Decision Making, and Forming Positions

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#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**RL.7.11** Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.*  

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*This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

| Performance Task 1 | Part 1: Literary Analysis—pp. 311–314  
Part 2: Narrative Writing—pp. 311, 315–317 |
|--------------------|------------------------------------------|
Part 2: Narrative Writing—pp. 321, 325–327 |

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**Unit 1 Reading Literature: Key Ideas and Details**  
**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19  
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**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35  
**Close Reading:** “Theseus and the Minotaur” (Myth)—pp. 36–41  
**Connect Across Texts:** Analyzing Literary Elements—p. 42

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**Unit 5 Reading Literature: Craft and Structure**  
**Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)— pp. 116–123  
**Analyzing Dramatic Structure:** “The Longest Walk” (Drama)— pp. 124–131  
**Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)— pp. 132–139  
**Close Reading:** “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145  
**Connect Across Texts:** Compare and Contrast Texts—p. 146

---

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Comparing and Contrasting Versions:** “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)— pp. 220–227  
**Comparing and Contrasting Historical Accounts:** “Journal of a British Office” (Historical Account)—pp. 228–235  
**Close Reading:** “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241  
**Connect Across Texts:** Support a Claim—p. 242

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**Performance Task 1**  
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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

#### Performance Task 2
- **Part 1: Literary Analysis**—pp. 321–324
- **Part 2: Narrative Writing**—pp. 321, 325–327

#### Reading Standards for Informational Text

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

#### Performance Task 2
- **Part 1: Literary Analysis**—pp. 321–324
- **Part 2: Narrative Writing**—pp. 321, 325–327

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Comparing Media Presentations:** “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

**Connect Across Texts:** Compare and Contrast Texts—p. 294
Module 4A: Research, Decision Making, and Forming Positions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

| RI.7.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Unit 3 Reading Informational Text: Key Ideas and Details**
- Introducing Unit 3/Home Connect—pp. 61–62
- Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
- Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71
- Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79
- Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87
- Connect Across Texts: Support a Claim—p. 94
- Unit 3 Common Core Review: “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

**Unit 7 Reading Informational Text: Craft and Structure**
- Introducing Unit 7/Home Connect—pp. 165–166
- Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197
- Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191
- Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197
- Connect Across Texts: Support a Claim—p. 198
- Unit 7 Common Core Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**
- Introducing Unit 11/Home Connect—pp. 261–262
- Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Module 4A: Research, Decision Making, and Forming Positions

Topic
Screen Time and the Developing Brain

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No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.

Writing Tasks
- Research Simulation (W.7.7, 7.8, 7.9)
- Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293
Connect Across Texts: Compare and Contrast Texts—p. 294

Writing Standards

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.
## Module 4A: Research, Decision Making, and Forming Positions

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

| SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7 |

<table>
<thead>
<tr>
<th>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53</td>
</tr>
<tr>
<td>Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105</td>
</tr>
<tr>
<td>Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157</td>
</tr>
<tr>
<td>Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Unit 8 Research to Build and Present Knowledge: Write Research Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a student model/organize and draft a research report—pp. 206–210</td>
</tr>
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<td>Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216</td>
</tr>
</tbody>
</table>

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</tr>
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</tr>
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</table>

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W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. *

*W.7.5 is also specifically assessed in M4.
Module 4A: Research, Decision Making, and Forming Positions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*

*W.7.6 is particularly emphasized in M2A.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Module 4A: Research, Decision Making, and Forming Positions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Performance Task 1**

Part 3: Research Simulation—pp. 311, 318–320

**Performance Task 2**


**Writing Handbook**

Step 1: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

**Unit 3 Reading Informational Text: Key Ideas and Details**

Introducing Unit 3/Home Connect—pp. 61–62

Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93

Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87

Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93

Connect Across Texts: Support a Claim—p. 94

Unit 3 Common Core Review: “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

**Unit 7 Reading Informational Text: Craft and Structure**

Introducing Unit 7/Home Connect—pp. 165–166

Craft and Structure: Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197

Analyzing Word Meanings: “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, Tech Times Daily (Web Article)—pp. 168–175


Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191

Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197

Connect Across Texts: Support a Claim—p. 198

Unit 7 Common Core Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293
Module 4A: Research, Decision Making, and Forming Positions

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7


Close Reading: “Deeply Flawed Book” (Letter to the Editor)”Dark Wyoming” (Movie Review)—pp. 288–293

Connect Across Texts: Compare and Contrast Texts—p. 294


Performance Task 1
Part 3: Research Simulation—pp. 311, 318–320

Performance Task 2

Connect Across Texts (write a brief essay): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—p. 146

Connect Across Texts (complete a chart with claims and reasoning): Compare and Contrast Texts—p. 294

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Read a Student Model/Write a Nonfictional Narrative:
Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

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Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164
Module 4A: Research, Decision Making, and Forming Positions

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

### Unit 8 Research to Build and Present Knowledge: Write Research Reports
- **Read a Student Model/Use Index Cards/Outline a Research Report**: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210
- **Unit 8 Common Core Review**: Assignment: Write the final copy of the research report started on p. 210—p. 216

### Unit 10 Text Types and Purposes: Write Opinion Pieces
- **Read a Student Model/Outline an Opinion Piece**: Analyze a student model/organize and draft an opinion piece—pp. 250–253
- **Unit 10 Common Core Review**: Assignment: Write the final draft of the opinion essay started on p. 254—p. 260

**Writing Handbook**
- **Step 1: Planning**—pp. 300–302
- **Step 2: Drafting**—p. 303
- **Step 3: Revising**—pp. 304–305
- **Step 4: Editing**—pp. 306–308
- **Step 5: Producing, Publishing, and Presenting**—pp. 309–310

### Performance Task 1
- **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314
- **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317
- **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

### Performance Task 2
- **Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324
- **Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327
- **Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.*
Module 4A: Research, Decision Making, and Forming Positions

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**Speaking and Listening Standards**

**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Connect Across Texts** (be prepared to discuss ideas with class):
Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (Did I?; Come to the discussion prepared?), 110, 162, 214, 258

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips/Listening Tips—p. 310

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (Did I?; Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

See also Home Connect (discussions with family members)—pp. 72–79

**Introducing Unit 3/Home Connect/Essential Question—pp. 61–63**

**Close Reading:** “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93

**Unit 3 Common Core Review—pp. 96–98**

**Performance Task—Online**

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

**Connect Across Texts:** Compare and Contrast Texts—p. 294

See also Home Connect (discussions with family members)—pp. 261–263

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Module 4A: Research, Decision Making, and Forming Positions

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| SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293  
Unit 11 Common Core Review—pp. 296–298  
Performance Task—Online |
| SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | Connect Across Texts (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294 |
| | Speaking and Listening: Discuss/Return to the Essential Question—pp. 58, 110, 162, 214, 258 |
| | Writing Handbook  
| | Connect Across Texts (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294 |
| | Speaking and Listening: Discuss/Return to the Essential Question—pp. 58 (Did I? Distinguish claims that are supported by reasons and evidence from claims that are not?), 110, 162, 214, 258 |
| | Unit 11 Reading Informational Text: Integration of Knowledge and Ideas  
SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293  
Unit 11 Common Core Review—pp. 296–298  
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Language Standards

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<th>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</th>
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<td>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Writing Handbook**

*Step 4 Editing: Editing Checklist (use a print or online dictionary)*—p. 306  
*Glossary*—pp. 331–335

**Unit 3 Reading Informational Text: Key Ideas and Details**

*Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)*—p. 65

**Unit 5 Reading Literature: Craft and Structure**

*Language: Figurative Language (use a print or online dictionary)*—p. 147

**Unit 7 Reading Informational Text: Craft and Structure**

*Language: Context Clues*—p. 199

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

*Language: Word Meanings (use a dictionary)*—p. 243

**Writing Handbook**

*Step 4 Editing: Editing Checklist (use a print or online dictionary)*—p. 306  
*Glossary*—pp. 331–335

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

*Language: Word Relationships (using word relationships to learn new words)*—pp. 56–57

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

*Language: Figurative Language: Metaphor and Simile*—p. 108  

**Unit 5 Reading Literature: Craft and Structure**

*Analyzing Literary Language: “A Valentine” by Edgar Allan Poe (Poetry)/ ”Annabel Lee” by Edgar Allan Poe (Poetry)*—pp. 116–123

**Unit 7 Reading Informational Text: Craft and Structure**

*Language: Context Clues*—p. 199

**L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*  
*L.7.6 also is specifically addressed in M4.*
# Module 4A: Research, Decision Making, and Forming Positions

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

- **Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
  **Language:** Word Meanings—p. 243

- **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
  **Language:** Word Relationships (using word relationships to learn new words)—p. 295

- **Writing Handbook**  
  **Step 3 Revising:** Revising Checklist: Word Choice—p. 304
ALTERNATE MODULES

Module 2B: Working with Evidence (Drama)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Reading Standards for Literature**

**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

---

**Unit 1 Reading Literature: Key Ideas and Details**

**Drawing Inferences:** “Courage in the Water” (Realistic Fiction)—pp. 12–19

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41
Unit 1 Common Core Review—pp. 44–46
Performance Task—Online

**Unit 1 Reading Literature: Key Ideas and Details**

**Analyzing Literary Elements:** “Into the Unknown” (Multi-Act Play)—pp. 28–35

**Connect Across Texts:** Analyzing Literary Elements—p. 42

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41
Unit 1 Common Core Review—pp. 44–46
Performance Task—Online

**Unit 5 Reading Literature: Craft and Structure**

Introducing Unit 5/Home Connect/Essential Question—pp. 113–115

**Craft and Structure:** Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145

**Analyzing Literary Language:** “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)—pp. 116–123

**Analyzing Dramatic Structure:** “The Longest Walk” (Drama)—pp. 124–131

**Analyzing Point of View:** “Race to the Golden Spike” (Historical Fiction)—pp. 132–139
Module 2B: Working with Evidence (Drama)

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<tr>
<td>RL.7.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.*</td>
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<td>A. Self-select text based on personal preferences.</td>
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<td>B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</td>
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*This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.
Module 2B: Working with Evidence (Drama)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145
Connect Across Texts: Compare and Contrast Texts—p. 146

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

Comparing and Contrasting Versions: “The Last of the Mohicans” (Historical Fiction)/“Exciting Mohicans Diverges from the Novel” (Movie Review)—pp. 220–227
Comparing and Contrasting Historical Accounts: “Journal of a British Office” (Historical Account)—pp. 228–235
Close Reading: “A Plains Family Moves West” (Historical Fiction)/“Great Plains” (Movie Review)/“Across the Plains in 1844” by Catherine Sager Pringle (Historical Account)—pp. 236–241
Connect Across Texts: Support a Claim—p. 242

**Performance Task 1**
Part 1: Literary Analysis—pp. 311–314
Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**
Part 2: Narrative Writing—pp. 321, 325–327

**Reading Standards for Informational Text**

**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**UNIT 3 READING INFORMATIONAL TEXT: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

SEE ALSO
Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Our National Space Policy”—pp. 88–93
Unit 3 Common Core Review—pp. 96–98
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

SEE ALSO
Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Our National Space Policy”—pp. 88–93
Unit 3 Common Core Review—pp. 96–98
Performance Task—Online

**Unit 3 Reading Informational Text: Key Ideas and Details**

Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87

SEE ALSO
Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93
Unit 3 Common Core Review—pp. 96–98
Performance Task—Online
Module 2B: Working with Evidence (Drama)

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

UNIT 7 READING INFORMATIONAL TEXT: CRAFT AND STRUCTURE


Analyzing Word Meanings: “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, Tech Times Daily (Web Article)—pp. 168–175

Analyzing Points of View: “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191

Close Reading: “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197

Connect Across Texts: Support a Claim—p. 198

Unit 7 Common Core Review: “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

UNIT 11 READING INFORMATIONAL TEXT: INTEGRATION OF KNOWLEDGE AND IDEAS

Introducing Unit 11/Home Connect—pp. 261–262

Integration of Knowledge and Ideas: Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293

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Module 2B: Working with Evidence (Drama)

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**Writing Standards**

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.

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**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271

**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

**Close Reading:** “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293

**Connect Across Texts:** Compare and Contrast Texts—p. 294

**Unit 11 Common Core Review:** “Cloud Computing: An Interview”/Cloud Computing: An Opinion”—pp. 296–298

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**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260

**SEE ALSO**

Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

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**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Creating an Organizational Structure/Introducing the Topic/Presenting the Claim/Addressing Opposing Claims/Organizing Evidence Logically—pp. 250–253

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**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Supporting Claims with Relevant Evidence from Credible Sources, Logical Reasoning—pp. 251–253

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**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Connecting Evidence with Transition Words, Phrases, and Clauses—pp. 252–253

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**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Using Academic Language and a Formal Tone—p. 250

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**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Providing a Conclusion that Supports the Essay’s Argument—pp. 252–253
Module 2B: Working with Evidence (Drama)

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ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SAVING YOUR WORK

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105
Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts
Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157
Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164
SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 151–153

Unit 8 Research to Build and Present Knowledge: Write Research Reports
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210
Unit 8 Common Core Review: Assignment: Write the final copy of the report started on p. 210—p. 216
SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 203–205

Performance Task 1
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

Performance Task 2
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts
Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing the Topic/Previewing Content of Essay/Organizing Information by Idea/Using Formatting (subheads) and Graphics—pp. 102–105
Module 2B: Working with Evidence (Drama)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**B.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**F.** Provide a concluding statement or section that follows from and supports the information or explanation presented.
Module 2B: Working with Evidence (Drama)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

| Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts  
Read a Student Model/Outline an Evidence-Based Text: Wrapping Up the Topic in the Conclusion—pp. 156–157 |
|---|
| Unit 8 Research to Build and Present Knowledge: Write Research Reports  
Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing the Central Idea in the Conclusion—pp. 208, 210 |
| Unit 2 Text Types and Purposes: Write Nonfictional Narratives  
Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53  
Unit 2 Common Core Review: Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60 |
| Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts  
Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105  
Unit 4 Common Core Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112 |
| Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts  
Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157  
Unit 6 Common Core Review: Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164 |
| Unit 8 Research to Build and Present Knowledge: Write Research Reports  
Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210  
Unit 10 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216 |
| Unit 10 Text Types and Purposes: Write Opinion Pieces  
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion essay—pp. 250–253  
Unit 10 Common Core Review: Assignment: Write the final draft of the opinion essay started on p. 253—p. 260 |
### Module 2B: Working with Evidence (Drama)

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#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*  
*W.7.5 is also specifically assessed in M4.

**W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*  
*W.7.6 is particularly emphasized in M2A.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

- **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**  
  Draft a Nonfictional Narrative—p. 53  
  Unit 2 Common Core Review: Write the final draft—p. 60
- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
  Draft an Informative/Explanatory Essay—p. 105  
  Unit 4 Common Core Review: Write the final draft—p. 112
- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
  Draft an Evidence-Based Essay—p. 157  
  Unit 8 Common Core Review: Write the final draft—p. 164
- **Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
  Unit 8 Common Core Review: Write the final draft—p. 216
- **Unit 10 Text Types and Purposes: Write Opinion Pieces**  
  Draft an Opinion Piece—p. 254  
  Unit 10 Common Core Review: Write the final draft—p. 260

**Writing Handbook**
- Step 1: Planning—pp. 300–302  
- Step 2: Drafting—p. 303  
- Step 3: Revising—pp. 304–305  
- Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 306–308

**See also Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

- **Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
  Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210  
  Unit 8 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216

**Writing Handbook**
- Step 1: Planning: Planning and Research/Researching Your Topic—pp. 300–302
Module 2B: Working with Evidence (Drama)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

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**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

- Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing or Paraphrasing/ Taking Notes/Citing Credible and Reliable Sources —pp. 206–210
- Unit 8 Common Core Review: Assignment: Write the final copy of the research report started on p. 210—p. 216

**Performance Task 1**

Part 3: Research Simulation —pp. 311, 318–320

**Performance Task 2**


**Writing Handbook**

Step 1: Planning: Planning and Research/Researching Your Topic (paraphrasing and summarizing)—pp. 300–302

**Unit 1 Reading Literature: Key Ideas and Details**

Introducing Unit 1/Home Connect/Essential Question —pp. 9–11

- Key Ideas and Details: Comprehension Check —pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41
- Drawing Inferences: “Courage in the Water” (Realistic Fiction)—pp. 12–19
- Analyzing Theme: “The Courage of John Adams” (Historical Fiction)—pp. 20–27
- Analyzing Literary Elements: “Into the Unknown” (Multi-Act Play)—pp. 28–35
- Close Reading: “Theseus and the Minotaur” (Myth)—pp. 36–41
- Connect Across Texts: Analyzing Literary Elements—p. 42
- Unit 1 Common Core Review: “The Drummer’s Courage”/ “The Story of Hua Mulan”—pp. 44–46

**Unit 5 Reading Literature: Craft and Structure**

Introducing Unit 5/Home Connect/Essential Question —pp. 113–115

- Craft and Structure: Comprehension Check—pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145
- Analyzing Dramatic Structure: “The Longest Walk” (Drama)—pp. 124–131
- Analyzing Point of View: “Race to the Golden Spike” (Historical Fiction)—pp. 132–139
- Close Reading: “Toward the Unknown River” Adventure—based on actual events)—pp. 140–145
- Connect Across Texts Compare and Contrast Texts—p. 146
Module 2B: Working with Evidence (Drama)

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B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Module 2B: Working with Evidence (Drama)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

| **Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183 |
| **Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191 |
| **Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197 |
| **Connect Across Texts:** Support a Claim—p. 198 |
| **Unit 7 Common Core Review:** “The Hurricane Hunters”/”The Science of ‘Space Weather’”—pp. 200–202 |

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

| **Introducing Unit 11/Home Connect**—pp. 261–262 |
| **Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293 |
| **Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/”Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271 |
| **Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279 |

| **Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287 |
| **Close Reading:** “Deeply Flawed Book” (Letter to the Editor)/”Dark Wyoming” (Movie Review)—pp. 288–293 |
| **Connect Across Texts:** Compare and Contrast Texts—p. 294 |
| **Unit 11 Common Core Review:** “Cloud Computing: An Interview”/”Cloud Computing: An Opinion”—pp. 296–298 |

**Performance Task 1**

| Part 3: Research Simulation—pp. 311, 318–320 |

**Performance Task 2**


| **Connect Across Texts** (write a brief essay); Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—p. 146 |
| **Connect Across Texts** (complete a chart with claims and reasoning); Compare and Contrast Texts—p. 294 |

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

| **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53 |
| **Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60 |

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**W.7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Module 2B: Working with Evidence (Drama)

<table>
<thead>
<tr>
<th>Topic</th>
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<td>• Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8)</td>
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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

- **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**
  - Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105
  - **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

- **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**
  - Read a Student Model/Outline an Evidence-Based Text: Analyze a student model/organize and draft an evidence-based text—pp. 154–157
  - **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

- **Unit 8 Research to Build and Present Knowledge: Write Research Reports**
  - Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210
  - **Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

- **Unit 10 Text Types and Purposes: Write Opinion Pieces**
  - Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 250–253
  - **Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 254—p. 260

**Writing Handbook**

- Step 1: Planning—pp. 300–302
- Step 2: Drafting—p. 303
- Step 3: Revising—pp. 304–305
- Step 4: Editing—pp. 306–308

**Performance Task 1**

- Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314
- Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317
- Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

**Performance Task 2**

- Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324
- Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327
- Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330
Module 2B: Working with Evidence (Drama)

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- Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8) |

**Language Standards**

**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.*

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**  
**Language:** Function of Phrases andClauses—pp. 54–55
  
**SEE ALSO**  
Introducing Unit 2/Home Connect—pp. 47–48  
Unit 2 Common Core Review—p. 60

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
**Language:** Verbals and Verbal Phrases—pp. 211–212
  
**SEE ALSO**  
Introducing Unit 8/Home Connect—pp. 203–204  
Unit 8 Common Core Review—p. 216

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Language:** Simple, Compound, Complex, and Compound-Complex Sentences—pp. 158–159
  
**SEE ALSO**  
Introducing Unit 6/Home Connect—pp. 151–152  
Unit 6 Common Core Review—pp. 163–164  

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
**Language:** Phrase and Clause Placement—p. 106  
**Language:** Misplaced Modifiers—p. 107
  
**SEE ALSO**  
Introducing Unit 4/Home Connect—pp. 99–100  
Unit 4 Common Core Review—p. 112  

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**  
**Language:** Dangling Modifiers—p. 213
  
**SEE ALSO**  
Introducing Unit 8/Home Connect—pp. 203–204  
Unit 8 Common Core Review—p. 216  
## Module 2B: Working with Evidence (Drama)

### Central Texts
- **RL**—Pygmalion, George Bernard Shaw
- **RI**—Various informational articles about identity

### Writing Tasks
- Argument Essay: Eliza’s Changes (RL.7.1, 7.3, and W.7.1)
- Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, 7.7, and 7.8)

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

<table>
<thead>
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<th>Standard</th>
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</tr>
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<tbody>
<tr>
<td><strong>L.7.2</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>A.</td>
<td>Use a comma to separate coordinate adjectives (e.g., <em>It was a fascinating, enjoyable movie</em> but not <em>He wore an old, green shirt</em>).</td>
</tr>
<tr>
<td>B.</td>
<td>Spell correctly.</td>
</tr>
<tr>
<td><strong>L.7.3</strong></td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>A.</td>
<td>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
</tr>
<tr>
<td><strong>L.7.4</strong></td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>A.</td>
<td>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>B.</td>
<td>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>belligerent, bellicose, rebel</em>).</td>
</tr>
</tbody>
</table>
Module 2B: Working with Evidence (Drama)

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**C.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**D.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

**Unit 5 Reading Literature: Craft and Structure**

**Language:** Figurative Language (use a print or online dictionary)—p. 147

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Word Meanings (use a dictionary)—p. 243

**Writing Handbook**

Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306

Glossary—pp. 331–335

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

**Unit 5 Reading Literature: Craft and Structure**

**Language:** Figurative Language (use a print or online dictionary)—p. 147

**Unit 7 Reading Informational Text: Craft and Structure**

**Language:** Context Clues—p. 199

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Word Meanings (use a dictionary)—p. 243

**Writing Handbook**

Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 306

Glossary—pp. 331–335

**L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

*L.7.6 is also specifically addressed in M4.

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 220, 222, 224, 226, 228, 230, 232, 234, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Language:** Word Relationships (using word relationships to learn new words)—pp. 56–57

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**

**Language:** Figurative Language: Metaphor and Simile—p. 108

**Language:** Figurative Language: Hyperbole and Personification—p. 109
# Module 2B: Working with Evidence (Drama)

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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

<table>
<thead>
<tr>
<th>Unit 5 Reading Literature: Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyzing Literary Language:</strong> “A Valentine” by Edgar Allen Poe (Poetry)/ “Annabel Lee” by Edgar Allen Poe (Poetry)— pp. 116–123</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 7 Reading Informational Text: Craft and Structure</th>
</tr>
</thead>
</table>
| **Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)— pp. 168–175  
**Language:** Context Clues—p. 199 |

<table>
<thead>
<tr>
<th>Unit 9 Reading Literature: Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong> Word Meanings—p. 243</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong> Word Relationships (using word relationships to learn new words)—p. 295</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 3 Revising:</strong> Revising Checklist: Word Choice—p. 304</td>
</tr>
</tbody>
</table>
# Module 4B: Reading and Research

## Topic

Water Is Life

### Central Texts

- **RI**— *The Big Thirst*, Charles Fishman
- **RI**— “Water Is Life,” Barbara Kingsolver

### Writing Tasks

- Research Simulation (W.7.7, 7.8, 7.9)
- Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)

## Reading Standards for Literature

| RL.7.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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<table>
<thead>
<tr>
<th>Unit 1 Reading Literature: Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing Unit 1/Home Connect/Essential Question</strong> — pp. 9–11</td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong>: Comprehension Check — pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33, 35, 39–41</td>
</tr>
<tr>
<td><strong>Drawing Inferences</strong>: “Courage in the Water” (Realistic Fiction) — pp. 12–19</td>
</tr>
<tr>
<td><strong>Analyzing Theme</strong>: “The Courage of John Adams” (Historical Fiction) — pp. 20–27</td>
</tr>
<tr>
<td><strong>Analyzing Literary Elements</strong>: “Into the Unknown” (Multi-Act Play) — pp. 28–35</td>
</tr>
<tr>
<td><strong>Close Reading</strong>: “Theseus and the Minotaur” (Myth) — pp. 36–41</td>
</tr>
<tr>
<td><strong>Connect Across Texts</strong>: Analyzing Literary Elements — p. 42</td>
</tr>
<tr>
<td><strong>Unit 1 Common Core Review</strong>: “The Drummer’s Courage” / “The Story of Hua Mulan” — pp. 44–46</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Unit 5 Reading Literature: Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing Unit 5/Home Connect/Essential Question</strong> — pp. 113–115</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong>: Comprehension Check — pp. 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 143–145</td>
</tr>
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<td><strong>Analyzing Dramatic Structure</strong>: “The Longest Walk” (Drama) — pp. 124–131</td>
</tr>
<tr>
<td><strong>Analyzing Point of View</strong>: “Race to the Golden Spike” (Historical Fiction) — pp. 132–139</td>
</tr>
<tr>
<td><strong>Close Reading</strong>: “Toward the Unknown River” Adventure — pp. 142–145</td>
</tr>
<tr>
<td><strong>Connect Across Texts</strong>: Compare and Contrast Texts — p. 146</td>
</tr>
<tr>
<td><strong>Unit 5 Common Core Review</strong>: “Rehearsing with a Friend” / “An Entry from Gwen’s Diary” — pp. 148–150</td>
</tr>
</tbody>
</table>

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<table>
<thead>
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<th>Unit 9 Reading Literature: Integration of Knowledge and Ideas</th>
</tr>
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<tr>
<td><strong>Introducing Unit 9/Home Connect/Essential Question</strong> — pp. 217–219</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong>: Comprehension Check — pp. 221, 223, 225, 227, 231, 233, 235, 239–241</td>
</tr>
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<td><strong>Comparing and Contrasting Versions</strong>: “The Last of the Mohicans” (Historical Fiction) / “Exciting Mohicans Diverges from the Novel” (Movie Review) — pp. 220–227</td>
</tr>
<tr>
<td><strong>Comparing and Contrasting Historical Accounts</strong>: “Journal of a British Office” (Historical Account) — pp. 228–235</td>
</tr>
<tr>
<td><strong>Close Reading</strong>: “A Plains Family Moves West” (Historical Fiction) / “Great Plains” (Movie Review) / “Across the Plains in 1844” by Catherine Sager Pringle (Historical Account) — pp. 236–241</td>
</tr>
<tr>
<td><strong>Connect Across Texts</strong>: Support a Claim — p. 242</td>
</tr>
</tbody>
</table>
Module 4B: Reading and Research

**Topic**: Water Is Life

**Central Texts**
- RI—The Big Thirst, Charles Fishman
- RI—"Water Is Life," Barbara Kingsolver

**Writing Tasks**
- Research Simulation (W.7.7, 7.8, 7.9)
- Water Management Position Paper (RL.7.1, W.7.1, 7.4, 7.5, and L.7.6)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

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<tr>
<td>RL.7.11</td>
<td>Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.*</td>
</tr>
</tbody>
</table>

*This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

**Unit 9 Common Core Review**
- "Great Plains" (continued)/"Joe’s Letter to His Grandmother"—pp. 244–246

**Performance Task 1**
- Part 1: Literary Analysis—pp. 311–314
- Part 2: Narrative Writing—pp. 311, 315–317

**Performance Task 2**
- Part 2: Narrative Writing—pp. 321, 325–327
Module 4B: Reading and Research

Topic: Water Is Life

Central Texts
- RI— The Big Thirst, Charles Fishman
- RI— “Water Is Life,” Barbara Kingsolver

Writing Tasks
- Research Simulation (W.7.7, 7.8, 7.9)
- Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)

Reading Standards for Informational Text

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 3 Reading Informational Text: Key Ideas and Details
Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Unit 3 Reading Informational Text: Key Ideas and Details
Connect Across Texts: Support a Claim—p. 94

Unit 7 Reading Informational Text: Craft and Structure
Connect Across Texts: Support a Claim—p. 198

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect—pp. 61–62
Key Ideas and Details: Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93
Drawing Inferences: “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71
Determining Central Idea: “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79
Analyzing Texts: “Destination Mars” (Feature Article)—pp. 80–87
Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93
## Module 4B: Reading and Research

<table>
<thead>
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RI—“Water Is Life,” Barbara Kingsolver |
| **Writing Tasks** |  
- Research Simulation (W.7.7, 7.8, 7.9)  
- Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

**Connect Across Texts:** Support a Claim—p. 94  
**Unit 3 Common Core Review:** “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

**Unit 7 Reading Informational Text: Craft and Structure**  
**Introducing Unit 7/Home Connect**—pp. 165–166  
**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197  
**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175  
**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183  
**Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191  
**Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197  
**Connect Across Texts:** Support a Claim—p. 198  
**Unit 7 Common Core Review:** “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Introducing Unit 11/Home Connect**—pp. 261–262  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293  
**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271  
**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279  
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**Close Reading:** “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293  
**Connect Across Texts:** Compare and Contrast Texts—p. 294  
**Unit 11 Common Core Review:** “Cloud Computing: An Interview”/“Cloud Computing: An Opinion”—pp. 296–298
## Module 4B: Reading and Research

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• Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

#### W.7.1 Writing Standards

- **Write arguments to support claims with clear reasons and relevant evidence.**

  - **A.** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - **B.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - **C.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - **D.** Establish and maintain a formal style.
  - **E.** Provide a concluding statement or section that follows from and supports the argument presented.

- **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)

### Unit 10 Text Types and Purposes: Write Opinion Pieces

**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion essay—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 253—p. 260

**SEE ALSO** Introducing Unit 10/Home Connect/Essential Question—pp. 247–249

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Creating an Organizational Structure/Introducing the Topic/Presenting the Claim/Addressing Opposing Claims/Organizing Evidence Logically—pp. 250–253

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Supporting Claims with Relevant Evidence from Credible Sources, Logical Reasoning—pp. 251–253

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Connecting Evidence with Transition Words, Phrases, and Clauses—pp. 252–253

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Using Academic Language and a Formal Tone—p. 250

**Unit 10 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Providing a Conclusion that Supports the Essay’s Argument—pp. 252–253

### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53

**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105

**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112
## Module 4B: Reading and Research

<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
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<td>• Research Simulation (W.7.7, 7.8, 7.9)&lt;br&gt;• Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)</td>
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### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

<table>
<thead>
<tr>
<th>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts</th>
<th><strong>W.7.5</strong> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 6 Common Core Review:</strong> Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8 Research to Build and Present Knowledge: Write Research Reports</th>
<th><strong>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</strong> Draft a Nonfictional Narrative—p. 53&lt;br&gt;<strong>Unit 2 Common Core Review:</strong> Write the final draft—p. 60</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 8 Common Core Review:</strong> Assignment: Write the final copy of the research report started on p. 210—p. 216</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 10 Text Types and Purposes: Write Opinion Pieces</th>
<th><strong>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts</strong> Draft an Informative/Explanatory Essay—p. 105&lt;br&gt;<strong>Unit 4 Common Core Review:</strong> Write the final draft—p. 112</th>
</tr>
</thead>
<tbody>
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<td><strong>Unit 10 Common Core Review:</strong> Assignment: Write the final draft of the opinion essay started on p. 253—p. 260</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Handbook</th>
<th><strong>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</strong> Draft an Evidence-Based Essay—p. 157&lt;br&gt;<strong>Unit 8 Common Core Review:</strong> Write the final draft—p. 164</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 8 Research to Build and Present Knowledge: Write Research Reports</strong> Draft a Research Report—p. 210&lt;br&gt;<strong>Unit 8 Common Core Review:</strong> Write the final draft—p. 216</td>
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</tr>
</tbody>
</table>

| **Unit 10 Text Types and Purposes: Write Opinion Pieces** Draft an Opinion Piece—p. 254<br>**Unit 10 Common Core Review:** Write the final draft—p. 260 |

| **Writing Handbook** | **Step 1: Planning**—pp. 300–302<br>**Step 2: Drafting**—p. 303<br>**Step 3: Revising**—pp. 304–305<br>**Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 306–308 |

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*W.7.5 also is specifically assessed in M4.
### Module 4B: Reading and Research

**Topic:** Water Is Life

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<td>• Research Simulation (W.7.7, 7.8, 7.9)</td>
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#### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.* |
| W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

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**Writing Handbook**

**Step 1: Planning** (using a computer)—pp. 300–302
**Step 2: Drafting** (using a computer)—p. 303
**Step 3: Revising** (using a computer)—pp. 304–305
**Step 4: Editing** (using a computer)—pp. 306–308
**Step 5: Producing, Publishing, and Presenting** (using a computer)—pp. 309–310

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**

- **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210
- **Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216

**Performance Task 1**

**Part 3: Research Simulation**—pp. 311, 318–320

**Performance Task 2**


**Writing Handbook**

**Step 1:** Planning: Planning and Research/Researching Your Topic—pp. 300–302

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*W.7.6 is particularly emphasized in M2A.*
Module 4B: Reading and Research

**Topic**  
Water Is Life

**Central Texts**  
RI—*The Big Thirst*, Charles Fishman  
RI—“Water Is Life,” Barbara Kingsolver

**Writing Tasks**  
- Research Simulation (W.7.7, 7.8, 7.9)  
- Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)

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**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**B.** Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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**Unit 3 Reading Informational Text: Key Ideas and Details**

Introducing Unit 3/Home Connect—pp. 61–62  
**Key Ideas and Details:** Comprehension Check—pp. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91–93  
**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech)—pp. 64–71  
**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79  
**Analyzing Texts:** “Destination Mars” (Feature Article)—pp. 80–87  
**Close Reading:** “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93  
**Connect Across Texts:** Support a Claim—p. 94  
**Unit 3 Common Core Review:** “Going Up: Space Elevator”/“Going Nowhere: Space Elevator”—pp. 96–98

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**Unit 7 Reading Informational Text: Craft and Structure**

Introducing Unit 7/Home Connect—pp. 165–166  
**Craft and Structure:** Comprehension Check—pp. 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 195–197  
**Analyzing Word Meanings:** “Satellites and the Global Positioning System” by Randolph Sims Magnusson, Editor, *Tech Times Daily* (Web Article)—pp. 168–175  
**Analyzing Text Structure:** “Hurricanes: Earth’s Most Violent Storms” (Technical Text)—pp. 176–183  
**Analyzing Points of View:** “Our Fragile Ecosystem: The Importance of Preserving the Wetlands” (Scientific Text)—pp. 184–191  
**Close Reading:** “Satellites: Bridging the Gap from Earth to Sky” (Technical Text)—pp. 192–197  
**Connect Across Texts:** Support a Claim—p. 198  
**Unit 7 Common Core Review:** “The Hurricane Hunters”/“The Science of ‘Space Weather’”—pp. 200–202

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**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

Introducing Unit 11/Home Connect—pp. 261–262  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 291–293  
**Comparing Media Presentations:** “The 40th Anniversary of D-Day,” Excerpt of remarks by President Ronald Reagan, June 6, 1984 (Speech)/“Reconsidering Reagan,” Transcript of a television interview (Reaction to a Speech)—pp. 264–271  
**Evaluating Arguments:** “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279
Module 4B: Reading and Research

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|                    | RI—“Water Is Life,” Barbara Kingsolver |
| Writing Tasks      | - Research Simulation (W.7.7, 7.8, 7.9)  
|                    | - Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

- **W.7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

- **Analyzing the Presentation of Ideas**: “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287
- **Close Reading**: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293
- **Connect Across Texts**: Compare and Contrast Texts—p. 294

**Unit 11 Common Core Review:**

**Performance Task 1**
- Part 3: Research Simulation—pp. 311, 318–320

**Performance Task 2**

**Connect Across Texts** (write a brief essay): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—p. 146

**Connect Across Texts** (complete a chart with claims and reasoning): Compare and Contrast Texts—p. 294

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
- Read a Student Model/Write a Nonfictional Narrative:
  - Analyze a student model/organize and draft a nonfictional narrative—pp. 50–53
- **Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**
- Read a Student Model/Outline an Informative/Explanatory Essay:
  - Analyze a student model/organize and draft an informative/explanatory essay—pp. 102–105
- **Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Texts**
- Read a Student Model/Outline an Evidence-Based Text:
  - Analyze a student model/organize and draft an evidence-based text—pp. 154–157
- **Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based text started on p. 157—p. 164

**Unit 8 Research to Build and Present Knowledge: Write Research Reports**
- Read a Student Model/Use Index Cards/Outline a Research Report:
  - Analyze a Student Model/Organize and Draft a Research Report—pp. 206–210
- **Unit 8 Common Core Review:** Assignment: Write the final copy of the research report started on p. 210—p. 216
Module 4B: Reading and Research

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RI—“Water Is Life,” Barbara Kingsolver |
| Writing Tasks |   ● Research Simulation (W.7.7, 7.8, 7.9)  
   ● Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**Unit 10 Text Types and Purposes: Write Opinion Pieces**
Read a Student Model/Outline an Opinion Piece: Analyze a student model/organize and draft an opinion piece—pp. 250–253

**Unit 10 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 254—p. 260

**Writing Handbook**
Step 1: Planning—pp. 300–302
Step 2: Drafting—p. 303
Step 3: Revising—pp. 304–305
Step 4: Editing—pp. 306–308

**Performance Task 1**
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 311–314
Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 311, 315–317
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

**Performance Task 2**
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 321–324
Part 2: Narrative Writing (write a narrative in response to the prompt)—pp. 321, 325–327
Part 3: Research Simulation (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

**Speaking and Listening Standards**

**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Connect Across Texts** (be prepared to discuss ideas with class):
Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (Did I? Come to the discussion prepared?), 110, 162, 214, 258

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### Module 4B: Reading and Research

**Topic**  
Water Is Life

**Central Texts**  
RI— *The Big Thirst*, Charles Fishman  
RI—“Water Is Life,” Barbara Kingsolver

**Writing Tasks**  
- Research Simulation (W.7.7, 7.8, 7.9)  
- Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**SL.7.2**  
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- **A.** Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

- **E.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

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**Writing Handbook**  
**Step 5: Producing, Publishing, and Presenting:** Speaking  
Tips/Listening Tips—p. 310

- See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

- **Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

- **Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (Did I? Revise my own views when presented with new evidence or information?), 110, 162, 214, 258

- See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Determining Central Idea:** “Barbara Morgan, Teacher and Astronaut” (Interview)—pp. 72–79

- **SEE ALSO**  
  Introducing Unit 3/Home Connect/Essential Question—pp. 61–63  
  Close Reading: “Our National Space Policy” (Explanatory Text and Policy Statement)—pp. 88–93  
  Unit 3 Common Core Review—pp. 96–98  
  Performance Task—Online

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Analyzing the Presentation of Ideas:** “Save the World’s Forests” by Karen Z. Nguyen, Ph.D. (Scientific Text/Opinion Piece)—pp. 280–287

- **Connect Across Texts:** Compare and Contrast Texts—p. 294

- **SEE ALSO**  
  Introducing Unit 11/Home Connect/Essential Question—pp. 261–263  
  Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293  
  Unit 11 Common Core Review—pp. 296–298  
  Performance Task—Online

- **Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

- **Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58, 110, 162, 214, 258

**Writing Handbook**  
**Step 5: Producing, Publishing, and Presenting:** Listening  
Tips—p. 310

- See also **Home Connect** (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262
Module 4B: Reading and Research

<table>
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• Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

**SL.7.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, GRADE 7**

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening**:
- Discuss/Return to the Essential Question—pp. 58 (Did I? Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Evaluating Arguments**: “What Forests Offer Us” by Ricardo Z. Alvarado, MS in Forestry (Web Article/Opinion Piece)—pp. 272–279

SEE ALSO
- Introducing Unit 11/Home Connect/Essential Question—pp. 261–263
- Close Reading: “Deeply Flawed Book” (Letter to the Editor)/“Dark Wyoming” (Movie Review)—pp. 288–293
- Unit 11 Common Core Review—pp. 296–298
- Performance Task—Online

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting**: Listening—p. 310

**See also** Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting**: Speaking—p. 310

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening**:
- Discuss/Return to the Essential Question—pp. 58 (Did I? Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258

**See also** Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting**: Online Publishing and Digital Slide Presentations/Speaking Tips (using visuals or audio)/Digital Connection (slide shows/graphics)—pp. 309–310

**See also** Home Connect—pp. 48 (create a flow chart), 62 (Internet images), 152 (create a 3- or 4-panel drawing), 204 (make a cause-effect chart), 218 (create a storyboard)
Module 4B: Reading and Research

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| **Writing Tasks** | • Research Simulation (W.7.7, 7.8, 7.9)  
• Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

**ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7**

| SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

**Language Standards**

| L.7.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

**Writing Handbook**

**Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that suits your audience and occasion)—p. 310

**Connect Across Texts** (small group/class discussion): Analyze Literary Elements—p. 42; Support a Claim—pp. 94, 198, 242; Compare and Contrast Texts—pp. 146, 294

**Speaking and Listening:** Discuss/Return to the Essential Question—pp. 58 (Did I?: Did I speak in an appropriate volume, pronounce words clearly, and use eye contact?), 110, 162, 214, 258

See also Home Connect (discussions with family members)—pp. 10, 48, 62, 100, 114, 152, 166, 204, 218, 248, 262

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

**Unit 5 Reading Literature: Craft and Structure**

**Language:** Figurative Language (use a print or online dictionary)—p. 147

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Word Meanings (use a dictionary)—p. 243

**Writing Handbook**

**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Drawing Inferences:** “A Man on the Moon” (Explanatory Text with Speech) (use a dictionary)—p. 65

**Unit 5 Reading Literature: Craft and Structure**

**Language:** Figurative Language (use a print or online dictionary)—p. 147

**Unit 7 Reading Informational Text: Craft and Structure**

**Language:** Context Clues—p. 199

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Word Meanings (use a dictionary)—p. 243
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| **Writing Tasks** | • Research Simulation (W.7.7, 7.8, 7.9)  
• Water Management Position Paper (RI.7.1, W.7.1, 7.4, 7.5, and L.7.6) |

## ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 7

### L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

*L.7.6 is also specifically addressed in M4.

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**Writing Handbook**

**Step 4 Editing:** Editing Checklist (use a print or online dictionary)—p. 306

**Glossary**—pp. 331–335


### Writing Handbook

**Step 3 Revising:** Revising Checklist: Word Choice—p. 304