

**Houghton Mifflin Harcourt
 McDougal Littell Literature ©2008
 Grade 7**

correlated to the

**Common Core State Standards
 English Language Arts
 Grade 7**

Standards		Page References
Reading Standards for Literature		
Key Ideas and Details		
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 12, 39, 58, 63, 66, 67, 68, 69, 217, 220, 222, 223, 224, 255, 285, 323, 335, 339, 342, 344, 349, 352, 353, 372, 384, 414, 463, 501, 519, 555, 558, 559, 560, 606, 657, 683, 787
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	SE: 69, 304-309, 311, 315, 316, 318, 319, 322, 323, 327, 328, 332, 334, 335, 353, 363, 367, 368, 370, 371, 372, 381, 382, 383, 384, 385, 387, 414, 416-419, 428, 431, 509, 519, 552, 667, 723, 724, 726, 727, 728, 729, 730, 732, 733, 734, 735
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	SE: 24-29, 31-39, 43-58, 135-149

Standards		Page References
Craft and Structure		
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	SE: 542-547, 555-560, 563-569, 571-579, 593-599, 601-606, 607
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	SE: 542-543, 549-552, 555-560, 583-587
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	SE: 5, 8, 176-177, 217, 218, 220, 223, 224, 227, 228, 231, 233, 234, 237, 269, 272, 273, 275, 277, 294, 296, 297, 335, 754, R106
Integration of Knowledge and Ideas		
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	SE: 150-153, 416-419
RL.7.8	(Not applicable to literature)	
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.	SE: 427, 488-493, 686-691

Standards		Page References
Range of Reading and Level of Text Complexity		
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 30-41, 42-60, 62-69, 72-91, 128-133, 134-149, 182-207, 216-225, 226-239, 240-249, 250-256, 280-285, 310-325, 326-336, 338-355, 380-385, 386-415, 444-465, 466-475, 508-513, 514-519, 548-552, 554-561, 570-581, 582-587, 592-599, 600-606

Standards		Page References
Reading Standards for Informational Text		
Key Ideas and Details		
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 12, 115, 126, 265, 505, 774, 791, 794, 795, 799, 800
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	SE: 12, 115, 208-215, 501, 695, 774, 776-778, 787, 809-819, 827, 860, 870, 871, 883, 892, 901, 905, 934, 941, 956, 959
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	SE: 760-775, 776-779, 790-800, 802-807, 808-820
Craft and Structure		
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	SE: 432, 788, 882, 906, 942, R72
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.	SE: 119, 120, 122, 123, 126, 269, 270, 273, 274, 276, 277, 279, 761, 764, 767, 768, 773, 774, 895, 899, 900, 901, 903, 904, 905
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.	SE: 8, 154-157, 356-361, 781, 820, 822-827, 881, 885, 887, 891, 892, 907, 912-917, 919, 920, 922, 923, 925, 929, 931, 933, 934, 937, 939, 940, 941, 956, 958, 959

Standards		Page References
Integration of Knowledge and Ideas		
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	SE: 828-831, 908-911, 944-947
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	SE: 8, 692-695, 912-913, 919, 920, 921, 922, 923, 925, 934, 956, 959, R20-R26
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	SE: 912-917, 918-927, 928-934, 936-943
Range of Reading and Level of Text Complexity		
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE: 760-775, 776-779, 780-789, 790-800, 802-807, 808-820, 872-883, 884-892, 894-901, 902-907

Standards		Page References
Writing Standards		
Text Types and Purposes		
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	SE: 927, 948-954
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 927, 948-954
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE: 927, 948-954
W.7.1d	Establish and maintain a formal style.	SE: 927, 948-954
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 948, 950, 953-954
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.	
W.7.2a	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.	SE: 286-287, 291-292, 736-737, 741-742, 984-985, 996, 998
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE: 286, 288-290, 292, 736, 739, 742, 984-998

Standards		Page References
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 286, 288, 290, 292, 736-737, 741-742, 984, 986, 996, 998
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 286, 288, 291-292, 736, 738, 742, 984-985, 998
W.7.2e	Establish and maintain a formal style.	SE: 286, 291-292, 736, 738, 742, 984, 998
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 288, 291-292, 736, 738, 740, 742, 984, 987, 997-998
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE: 420-421, 424, 426, 850-851, 856
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE: 420-426, 850-856
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE: 420, 422, 424, 426, 850, 855-856
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 420-421, 424, 426, 850, 851, 853-856
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE: 420, 422, 424, 426, 850, 852, 855-856

Standards		Page References
Production and Distribution of Writing		
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: 16-18, 158-164, 257, 286-292, 385, 420-426, 507, 524-530, 607, 608-614, 735, 736-742, 850-856, 948-954, 984-998
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	SE: 17, 163, 164, 291, 292, 425, 426, 529, 530, 613, 614, 742, 855, 856, 954, 997, 998
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	SE: 531, 743, 969-971, 973, 982
Research to Build and Present Knowledge		
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SE: 966-983, 984-998
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE: 969-971, 972-973, 974-975, 976-980, 989

Standards		Page References
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.7.9a	Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	SE: 257, 286-292, 385, 524-530, 607, 735
W.7.9b	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	SE: 507, 885, 887, 891, 892, 912-917, 919, 920, 922, 923, 925, 929, 931, 933, 934, 937, 939, 940, 941, 956, 958, 959, 984-998
Range of Writing		
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: 16-18, 158-164, 257, 286-292, 385, 420-426, 507, 524-530, 607, 608-614, 735, 736-742, 850-856, 948-954, 984-998

Standards		Page References
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SE: 69, 115, 133, 134, 153, 226, 277, 326, 335, 362, 380, 419, 473, 508, 523, 560, 570, 660, 683, 710, 808, 820, 831, 832, 872, 911, 918, 934
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SE: 69, 115, 133, 134, 153, 226, 277, 326, 335, 362, 380, 419, 473, 508, 523, 560, 570, 660, 683, 710, 808, 820, 831, 832, 872, 911, 918, 934, R79, R81-R83
SL.7.1c	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.	69, 115, 133, 134, 153, 226, 277, 293, 326, 335, 362, 380, 419, 473, 508, 523, 560, 570, 660, 683, 710, 808, 820, 831, 832, 872, 911, 918, 934, R81-R83
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	SE: 69, 115, 133, 134, 153, 226, 277, 326, 335, 362, 380, 419, 473, 508, 523, 560, 570, 660, 683, 710, 808, 820, 831, 832, 872, 911, 918, 934, R79, R81-R83
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SE: 153, 419, 831, 911, 947
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.	SE: 237, 265, 955, R79

Standards		Page References
Presentation of Knowledge and Ideas		
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.	SE: 72, 165, 237, 265, 293, 743, 857, 925, 955, R79
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SE: 72, 743, 955, 999
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	SE: 72, 165, 237, 265, 293, 427, 519, 615, 743, 857, 925, 955, R78-R81

Standards		Page References
Language Standards		
Conventions of Standard English		
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	SE: 415, 428, 433, 685, R62-R63
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	SE: 659, 685, 744, 749, R60, R63-R64
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	SE: 279, 614, R59, R61
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.7.2a	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	SE: R49
L.7.2b	Spell correctly.	SE: 158, 286, 420, 524, 608, 736, 850, 948, 984
Knowledge of Language		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	SE: 286, 288, 291-292, 420-421, 424, 426, 736, 738, 742, 850, 851, 853-856, 984-985, 998

Standards		Page References
Vocabulary Acquisition and Use		
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
L.7.4a	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.	SE: 225, 227, 354, 373, 428, 432, 481, 668, 748, 761, 781, 791, 873
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	SE: 40, 90, 166, 170, 256, 293, 464, 645, 711, 775, 801, 821, 858, 862, 893, 935, 956, 960
L.7.4c	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.	SE: 206, 266, 474, 487, 506, 658, 668, 684, 713, 721, 788, 801, 821, 882, 906, 935, R72
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE: 206, 225, 227, 266, 354, 373, 428, 474, 432, 481, 487, 506, 658, 668, 684, 713, 721, 748, 761, 781, 788, 791, 801, 821, 873, 882, 906, 935, R72
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	SE: 298, 506, 546-547, 555-560, 601-606, R100
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	SE: 59, 225, 238, 266, 487, 532, 536, 645, 788, R70
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	SE: 336, 428, 432, 580, 616, 620, 788, R71

Standards		Page References
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 474, 882, 906, 942, R72