

Literature and Thought
The Main Event

Correlation to the Common Core State Standards for English Language Arts Grade 7

SB = Student Book
TG = Teacher Guide

English Language Arts Standards » Reading: Literature » Grade 7

Key Ideas and Details

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

SB: 16-25; 26; 27; 28-29; 30; 32-33; 442; 49; 59-65; 66; 78-77; 104; 114-124; 125-142; 143
TG: 13; 14; 15; 17; 25; 28; 29; 36; 39; 48; 49

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.

SB: 3-5; 9-13

Craft and Structure

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.

SB: 14; 26-31
TG: 12; 14; 19; 22; 31; 34; 41; 45; 50

Range of Reading and Level of Text Complexity

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.

SB: 16-25; 26; 27; 28-29; 30; 32-33; 442; 49; 59-65; 66; 78-77; 104; 114-124; 125-142; 143
TG: 10-11; 13; 14; 15; 17; 20-21; 32-33; 42-44; 25; 28; 29; 36; 39; 48; 49

English Language Arts Standards » Reading: Informational Text » Grade 7

Key Ideas and Details

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

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

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.

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

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).

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

Craft and Structure

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.

SB: 14

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Integration of Knowledge and Ideas

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.

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134
TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

Range of Reading and Level of Text Complexity

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.

SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134
TG: 10-11; 16; 17; 20-21; 23; 24; 27; 29; 32-33; 35; 37; 38; 38; 42-44; 46; 47

English Language Arts Standards » Writing » Grade 7

Text Types and Purposes

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

42; 66; 104
TG: 18; 30; 40; 53

a. 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.

42; 66; 104
TG: 18; 30; 40; 53

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

42; 66; 104
TG: 18; 30; 40; 53

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

42; 66; 104
TG: 18; 30; 40; 53

e. Establish and maintain a formal style.

42; 66; 104
TG: 18; 30; 40; 53

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

42; 66; 104
TG: 18; 30; 40; 53

Production and Distribution of Writing

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.)

42; 66; 104
TG: 18; 30; 40; 53

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.

42; 66; 104
TG: 18; 30; 40; 53

Research to Build and Present Knowledge

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

TG: 51-53

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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.

TG: 51-53

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

TG: 51-53

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”).

SB: 16-25; 26; 27; 28-29; 30;
32-33; 442; 49; 59-65; 66; 78-
77; 104; 114-124; 125-142;
143
TG: 13; 14; 15; 17; 25; 28; 29;
36; 39; 48; 49

English Language Arts Standards » Speaking & Listening » Grade 7

Comprehension and Collaboration

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.

SB:42; 66; 104; 143
TG:17; 29; 39

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.

SB:42; 66; 104; 143
TG:17; 29; 39

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.

SB:42; 66; 104; 143
TG:17; 29; 39

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SB:42; 66; 104; 143
TG:17; 29; 39

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.

SB:42; 66; 104; 143
TG:17; 29; 39

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SB:42; 66; 104; 143
TG:17; 29; 39

Presentation of Knowledge and Ideas

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.

TG: 51-52

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

TG: 51-52

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

TG: 51-52

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English Language Arts Standards » History/Social Studies » Grades 6-8

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: 14
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Integration of Knowledge and Ideas

9. Analyze the relationship between a primary and secondary source on the same topic.	SB: 34-41; 43; 44-46; 478-48; 50-53; 66; 68-77; 88-96; 104; 106-109; 110-113; 134 TG: 16; 17; 23; 24; 27; 29; 35; 37; 38; 38; 46; 47
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English Language Arts Standards » Writing » Grades 6-8

Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	42; 66; 104 TG: 18; 30; 40; 53
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42; 66; 104 TG: 18; 30; 40; 53
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	42; 66; 104 TG: 18; 30; 40; 53
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	42; 66; 104 TG: 18; 30; 40; 53
e. Establish and maintain a formal style and objective tone.	42; 66; 104 TG: 18; 30; 40; 53
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	42; 66; 104 TG: 18; 30; 40; 53

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	42; 66; 104 TG: 18; 30; 40; 53
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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.

42; 66; 104
TG: 18; 30; 40; 53

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

TG: 51-52

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.

TG: 51-52

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

TG: 51-52