

**Literature and Thought
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 63-64.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 71.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58

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(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TG: 15-16, 18, 19, 22, 30, 31, 34	SB: 20, 46, 74, 78, 135 TG: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TG: 25-26, 30, 37-38, 48-49, 55	TG: 20, 34-35	SB: 120 TG: 15-16, 37-38, 43, 44, 45-46, 49-50, 52	TG: 23, 35, 44, 54-55	TG: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(A) describe multiple themes in a work of fiction;					SB: 82 TG: 34-35, 49-50	TG: 49, 54-55	
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	TG: 27-28	SB: 20, 36, 74, 90, 135 TG: 19, 22, 41, 55			SB: 142 TG: 55	SB: 24, 28, 42, 84, 86 TG: 19, 20, 23, 43, 44	
(C) analyze how place and time influence the theme or message of a literary work.	TG: 27-28, 52, 53	TG: 24	TG: 25-26, 30, 37-38, 48-49, 55		TG: 54	TG: 49	TG: 21, 29, 54, 55
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	SB: 65, 70, 82, 99, 131 TG: 33, 35, 44, 47, 58	SB: 26, 88, 142 TG: 20, 23, 40, 54, 57	SB: 26-31, 49 TG: 19, 30	SB: 40 TG: 21-22	SB: 36, 71, 104, 133 TG: 21, 23, 32, 43, 45, 46, 53, 57	SB: 28, 42, 77, 84, 105, 142 TG: 20, 23, 24,35, 43, 48, 54, 62	SB: 94, 112, 122 TG: 13, 15, 44, 46, 55
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.				SB: 78 TG: 37			SB: 27, 114 TG: 20, 46

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(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TG: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TG: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SB: 42, 104 TG: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SB: 12, 24, 49, 56, 95, 110, 120, 124, 137 TG: 18, 19, 28, 29, 38, 46, 47, 48, 49	SB: 12, 22, 36, 38, 46, 72, 84, 96, 106 TG: 18, 19, 21, 22, 29, 33, 40, 42, 44	SB: 16, 34, 46, 64, 86, 106, 124 TG: 18, 22, 30, 34, 44, 49, 60	SB: 16, 20, 32, 62, 76, 94, 100 TG: 18, 19, 21, 31, 33, 43, 44
(A) explain the influence of the setting on plot development;	TG: 23, 33, 57	TG: 26-27, 36-37, 51	SB: 66 TG: 25-26, 33, 34-35	TG: 22	TG: 29, 40	TG: 18, 34, 60	TG: 21, 29, 54, 55
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	SB: 114 TG: 23, 44, 47, 48-49, 58	TG: 31, 32, 41	SB: 66 TG: 25-26, 33, 34-35	TG: 19, 47	TG: 21, 32, 42	TG: 18, 34, 60	TG: 19, 45
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	TG: 33	TG: 31, 32, 41	TG: 18, 30, 32, 41, 54	TG: 19, 47	TG: 21, 32, 42	TG: 48	TG: 21, 29, 54, 55
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.			SB: 88 TG: 42			SB: 24 TE: 19	SB: 52 TG: 29

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(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	SB: 114 TG: 56	SB: 74, 101, 138 TG: 32, 33, 42, 53	TG: 43	SB: 124 TG: 48	TG: 43, 53		TG: 46, 55
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.	TG: 27-28, 42, 56		SB: 104 TG: 21, 25-26, 28, 44-45, 51, 58		TG: 30, 41	TG: 30, 32, 57	
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TG: 15-16, 18, 39, 56	TG: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SB: 70 TG: 30, 34, 35	TG: 15-16, 30, 55	TG: 15-16, 27-28, 45, 47, 59	TG: 18, 22, 40, 51-52, 61
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;		TG: 18, 56	TG: 25-26, 48-49, 56	TG: 30	TG: 15-16, 30, 55	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 32, 61
(B) distinguish factual claims from commonplace assertions and opinions;					TG: 41	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 22

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(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and		TG: 18	TG: 31, 51	TG: 21	TG: 30, 41	TG: 30, 32, 57	TG: 22
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.			TG: 58, 59	TG: 34, 35	SB: 82 TG: 34-35, 53	SB: 44 TG: 21, 24-25	TG: 18, 33, 61
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(A) interpret both explicit and implicit messages in various forms of media;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(C) evaluate various ways media influences and informs audiences; and			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(D) assess the correct level of formality and tone for successful participation in various digital media.			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65

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(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(A) write an imaginative story that:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60

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(i) sustains reader interest;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(ii) includes well-paced action and an engaging story line;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(iii) creates a specific, believable setting through the use of sensory details;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(iv) develops interesting characters; and	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(v) uses a range of literary strategies and devices to enhance the style and tone; and	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(B) write a poem using:	TG: 61	TG: 20, 57	TG: 56-57	TG: 52	TG: 50, 57, 58	TG: 48, 62, 65	TG: 59, 60, 63-65
(i) poetic techniques (e.g., rhyme scheme, meter);	TG: 61		TG: 56-57	TG: 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(ii) figurative language (e.g., personification, idioms, hyperbole); and	TG: 61		TG: 56-57	TG: 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(iii) graphic elements (e.g., word position).	TG: 61		TG: 56-57	TG: 52	TG: 43	TG: 48, 62, 65	TG: 59, 60, 63-65
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43, 57	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62

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(A) write a multi-paragraph essay to convey information about a topic that:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(i) presents effective introductions and concluding paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(ii) contains a clearly stated purpose or controlling idea;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iv) accurately synthesizes ideas from several sources; and	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;					TG: 33		SB: 43 TG: 22
(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	SB: 46, 88, 114 TG: 24-25, 36-37, 48-49, 61, 62, 64	SB: 90 TG: 41, 43-44, 56, 59, 60, 61	TG: 56, 57	SB: 76 TG: 30, 31-32, 43-44, 53, 55	TG: 33		TG: 23-24, 34-35, 47-48, 59, 60, 62

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(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 30, 56	TG: 56	TG: 52	TG: 20, 57	TG: 64, 65	TG: 61
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(A) establishes a clear thesis or position;	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56, 57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56,57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56,57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65

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(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(B) categorize information thematically in order to see the larger constructs inherent in the information;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 51, 52, 55	SB: 44,82,120,143 TG: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 51, 52, 55	SB: 44,82,120,143 TG: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 51, 52, 55	SB: 44,82,120,143 TG: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65

**Literature and Thought
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TG: 61, 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(C) presents the findings in a meaningful format; and	TG: 61	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46, 51, 52	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	TG: 19, 22, 30, 46, 61, 62	TG: 19, 39, 53	TG: 29, 43, 56	TG: 46, 51, 52	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and		TG: 19	TG: 29, 43	TG: 46	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 51, 52	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TG: 19, 22, 30, 46, 65	TG: 19	TG: 29, 51, 52, 53, 60	TG: 46, 48, 51, 52, 55	TG: 40, 43, 61	TG: 19, 22, 30, 57, 65	TG: 33, 59, 60, 61
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46	TG: 53, 58	TG: 19, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61