

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§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.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105		SB: footnotes on pages 43, 45, 47	SB: footnotes on pages 64, 69, 72, 73, 64, 69, 97			
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	TG: 53						
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i>); and			SB: footnotes pages 30, 45, 56, 65, 68, 76, 95, 97, 105, 109, 112, 136		SB: footnote on page 23		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 27, 40, 52	SB: 14 TG: 17, 30, 43, 58	SB: 12 TG: 14, 17, 29, 39, 49	17, 29, 43, 54	SB: 20 TG: 17, 30, 42, 54	SB: 14 TG: 17, 28, 41, 56	SB: 12 TG: 17, 27, 39, 51
(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:							

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(A) describe multiple themes in a work of fiction;	TG: 27-27, 46-47, 54, 61	SB: 3-5, 9-13 TG: 6-9, 37	SB: 32, 122 TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67	SB: 4-14 TG: 12 All selections in the text reflect the theme of the effect of the Harlem Renaissance on black culture and black awareness.	SB: 3-5, 9-19 TG: 12-14, 19, 25-26, 48-49, 52-53, 58	TG: 15-16, 18, 19, 23-24, 35, 39-40, 42, 57, 59, 67	TG: 22, 34, 45
(C) analyze how place and time influence the theme or message of a literary work.	All selections take place during the Depression era.	All selections, both fiction and nonfiction reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	All selections reflect the influence of Immigration to the United States since the 1600s.	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25, 38, 48	TG: 23-24, 36-37, 50-51	TG: 18, 21, 30, 41, 42
(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.	TG: 44; 53	TG: 18, 19, 20, 21, 37, 47, 51, 61	TG: 18, 22, 54, 67	TG: 22, 23, 32, 33, 47, 58	TG: 23, 24, 44, 59	TG: 19, 32, 34	TG: 20, 29, 32, 44, 53
(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: 15-16, 19, 21-22, 23-24, 31, 35-36, 38-39, 41		Note: There are two fiction selections in the text.				

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(A) explain the influence of the setting on plot development;	TG: 45, 58, 61	All fiction selections reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	TG: 42	TG: 20, 36, 45	TG: 20, 32, 43	TG: 22, 31, 61	TG: 19, 33, 43, 55
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	TG: 19, 31	TG: 24-26, 47		TG: 20, 36, 45	TG: 20, 32, 43	TG: 22, 31, 61	TG: 19, 33, 43, 55
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	TG: 19, 20, 45	TG: 20, 21, 48	TG: 55	TG: 30, 31	TG: 18, 34, 44		TG: 18, 19
(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.	TG: 18, 19, 21, 22, 29, 30, 32, 33, 34, 41, 43, 45, 65	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 18, 19, 21, 31, 33, 35, 36, 46, 47, 57, 58	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(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.	TG: 18, 19, 20, 31, 53, 54, 55	TG: 17, 19, 27, 30, 37, 40, 43, 47, 51, 54, 58, 64	TG: 17, 18, 23, 26, 29, 31, 32, 33, 36, 39, 40, 42, 46, 49, 55, 58, 62, 69	TG: 23, 24, 32, 37, 47, 58	TG: 17, 18, 20, 23, 24, 25-26, 27, 30, 32, 34, 39, 42, 43	TG: 17, 18, 19; 22, 25, 28, 52, 37 36, 38, 41, 42, 52, 56, 58, 59, 61, 63	TG: 32, 43, 44, 45, 53, 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: 23, 30, 33, 43, 45	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 15-16, 19, 21, 25-26, 28-29, 33, 36, 37-38, 45	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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:							
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	TG: 23, 26-27, 29, 35-36, 41, 45, 46, 50-51		TG: 19, 24, 30, 44			TG: 15-16, 20, 21, 23-24, 35, 39-40, 47, 48, 57, 62, 76	
(B) distinguish factual claims from commonplace assertions and opinions;	TG: 23	TG: 44, 52-53, 63	TG: 19, 53, 64, 66, 68	TG: 31, 34, 56	TG: 21, 24, 31, 33, 37-38, 55	TG: 18, 20, 29, 42, 43, 46, 47, 57	TG: 30
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	TG: 21, 43						
(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: 23, 35, 42, 46	TG: 25-26, 38-39, 52-53, 68	TG: 24, 43, 44, 56	TG: 24, 38, 48, 54	TG: 25, 38, 48	TG: 23, 36, 50	TG: 19, 33, 43
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:							
(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and	TG: 23, 35, 42, 46	TG: 44, 45, 46, 50, 52-53, 63	TG: 68		TG: 35, 47	TG: 47, 59	
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.		TG: 52-53			TG: 21, 24, 31, 33, 37-38, 55	TG: 47	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) explain the function of the graphical components of a text.		SB: 10-11, 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB: 16-19 TG: 14	SB: 11-13	

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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:							
(A) interpret both explicit and implicit messages in various forms of media;	TG: 44, 59-60	TG: 45, 46, 63, 65	SB: 9-12	TG: 47		TG: 19; 21; 29	
(C) evaluate various ways media influences and informs audiences; and		TG: 45, 46, 63, 65					TG: 43
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:							
(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: 23-24, 35-36, 46-47	TG: 25-25, 38-39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48-49	TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 23-24, 35-36, 46-47	TG: 25-25, 38-39, 52-53	TG: 25, 35, 45, 57, 75		TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 63	TG: 25-25, 38-39, 52-53	TG: 75	TG: 24-25, 38-39, 48-49	TG: 66	TG: 23-24, 37-38, 50-51	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(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:							TG: 58
(A) write an imaginative story that:	TG: 43	TG: 34	TG: 21, 23, 30, 34-35, 42, 44-45, 71-72	TG: 16, 18, 30, 61	TG: 18, 19, 21, 33, 38-39, 58		
(i) sustains reader interest;					TG: 38-39		
(ii) includes well-paced action and an engaging story line;					TG: 38-39		
(iii) creates a specific, believable setting through the use of sensory details;					TG: 38-39		
(iv) develops interesting characters; and					TG: 38-39		

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(v) uses a range of literary strategies and devices to enhance the style and tone; and					TG: 38-39		
(B) write a poem using:			TG: 22, 67	48-49	TG: 22, 23, 44, 47, 57	TG: 23-24	TG: 44
(i) poetic techniques (e.g., rhyme scheme, meter);				48-49		TG: 23-24	
(ii) figurative language (e.g., personification, idioms, hyperbole); and	TG: 43			48-49		TG: 23-24	
(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.	TG: 23-24, 35- 36, 46-47	TG: 60, 62	TG: 19, 23, 42, 63		TG: 43		
(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:	TG: 23-24, 35- 36, 46-47		SB: 32 TG: 15-16, 24- 24, 59-61, 70, 71- 72				TG: 22-23, 28, 34- 35, 45-46, 59, 60
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 23-24, 35- 36, 46-47	TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(i) presents effective introductions and concluding paragraphs;	TG: 23-24, 35- 36, 46-47	TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(ii) contains a clearly stated purpose or controlling idea;		TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;		TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(iv) accurately synthesizes ideas from several sources; and	TG: 58	TG: 25, 38-39, 52- 53		TG: 64		TG: 23-24, 37- 38, 50-51	
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 60					TG: 23-24, 37- 38, 50-51	
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	TG: 56				TG: 37-38	TG: 50-51	TG: 41
(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	TG: 58- 59				TG: 21; 55; 61; 62		
(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 67	TG: 72	TG: 61	TG: 63	TG: 66	TG: 58

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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: 58- 59	TG: 38, 68, 69	TG: 51, 70, 73-74, 75				
(A) establishes a clear thesis or position;					TG: 25, 38, 48	TG: 23-24, 37-38, 50-51	
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and					TG: 25, 38, 48	TG: 23-24, 37-38, 50-51	
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.					TG: 25, 38, 48	TG: 23-24, 37-38, 50-51	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 65-66	TG: 70	TG: 61-62	TG: 33, 65	TG: 64-65	TG: 41, 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33, 65	TG: 64-65	TG: 41, 57, 58
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TG: 58- 59						
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 41; 57; 58
(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: 21, 22, 34, 41, 44, 45, 56, 59-60, 61	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 41; 57; 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TG: 59						
(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: 21, 22, 34, 41, 44, 45, 56, 59-60, 61		TG: 19; 22; 40; 65; 68; 70; 71-72				
(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: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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: 40; 70-72	TG: 71	TG:61	TG: 62	TG: 43; 45; 46; 47; 64; 65-66; 67	
(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: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 28; 31; 42