

TEKS CORRELATION

§110.15. English Language Arts and Reading, Grade 7

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| <p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> | <p>SB: Ch. 2 (pp. 19–27) Ch. 3 (pp. 31–40) Ch. 4 (pp. 48–56) Ch. 5 (pp. 63–70) Ch. 6 (pp. 76–81) TG: pp. 9–19, 21–32, 34–46, 48–57, 59–66 IWL: Corresponding with pages from Chapters 2–6 above.</p> |
| <p>(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;</p> | <p>SB: Ch. 1 (pp. 6–7) Ch. 2 (pp. 13–14) Ch. 3 (p. 28) Ch. 4 (pp. 41–47) Ch. 5 (p. 63) Ch. 6 (pp. 76–78) TG: pp. 12, 25–27, 38, 50–51, 61 IWL: Corresponding with pages from Chapters 1–6 above.</p> |
| <p>(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;</p> | <p>SB: Ch. 1 (pp. 8–9) Ch. 2 (p. 22) Ch. 3 (p. 34–36) Ch. 5 (pp. 65–66) Ch. 6 (pp. 76–78) TG: pp. 13–15, 26–27, 39–40, 50–51, 61 IWL: WC_4.4C_CategorizeFacts</p> |
| <p>(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;</p> | <p>SB: Ch. 1 (pp. 11–12) Ch. 2 (pp. 24–26) Ch. 3 (p. 38) Ch. 4 (pp. 54–55) Ch. 5 (pp. 68–69) Ch. 6 (p. 80) TG: pp. 15–18, 26–29, 41–45, 53–56, 62–65 IWL: Corresponding with pages from Chapters 1–6 above.</p> |
| <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> | <p>SB: Ch. 1 (pp. 11–12) Ch. 2 (p. 26) Ch. 3 (p. 39) Ch. 4 (p. 55) Ch. 5 (p. 69) Ch. 6 (p. 80) TG: pp. 15–18, 26–29, 41–45, 53–56, 62–65 IWL: Corresponding with pages from Chapters 1–6 above.</p> |
| <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> | <p>SB: Ch. 1 (pp. 11–12) Ch 4 (p. 56)</p> |

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| (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: Ch. 6 (pp. 71–81) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (A) write an imaginative story that: (i) sustains reader interest; | SB: Ch. 6 (p. 71) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (ii) includes well-paced action and an engaging story line; | SB: Ch. 6 (p. 72–73) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (iii) creates a specific, believable setting through the use of sensory details; | SB: Ch. 6 (p. 74) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (iv) develops interesting characters; and | SB: Ch. 6 (pp. 71–81) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (v) uses a range of literary strategies and devices to enhance the style and tone; and | SB: Ch. 6 (pp. 71–81) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position). | |
| (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: Ch. 6 (pp. 71–81) TG: pp. 59–66 IWL: Corresponding with pages from Chapter 6 above. |
| (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: (A) write a multi-paragraph essay to convey information about a topic that: | SB: Ch. 3 (pp. 28–40) TG: pp. 21–32 IWL: Corresponding with pages from Chapter 3 above. |

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| <p>(i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea;</p> | <p>SB: Ch. 3 (pp. 28, 34) TG: pp. 25–27 IWL: Corresponding with pages from Chapter 3 above.</p> |
| <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> | <p>SB: Ch. 3 (pp. 29, 34–35) TG: pp. 25–27 IWL: Corresponding with pages from Chapter 3 above.</p> |
| <p>(iv) accurately synthesizes ideas from several sources; and</p> | <p>SB: Ch. 3 (pp. 30–34) TG: pp. 21–25 IWL: Corresponding with pages from Chapter 3 above.</p> |
| <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p> | <p>SB: Ch. 3 (pp. 38–39) TG: pp. 21–25 IWL: Corresponding with pages from Chapter 3 above.</p> |
| <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> | |
| <p>(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</p> | <p>SB: Ch. 5 (pp. 57–70) TG: pp. 47–57 IWL: Corresponding with pages from Chapter 5 above.</p> |
| <p>(D) produce a multimedia presentation involving text and graphics using available technology.</p> | <p>SB: p. 86</p> |
| <p>(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:</p> | <p>SB: Ch. 2 (pp. 13–27) TG: pp. 8–19 IWL: Corresponding with pages from Chapter 2 above.</p> |
| <p>(A) establishes a clear thesis or position;</p> | <p>SB: Ch. 2 (pp. 13–14) TG: pp. 12 IWL: Corresponding with pages from Chapter 2 above.</p> |
| <p>(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</p> | <p>SB: Ch. 2 (pp. 14–15) TG: pp. 12 IWL: Corresponding with pages from Chapter 2 above.</p> |
| <p>(C) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.</p> | <p>SB: Ch. 2 (pp. 15, 22–23) TG: pp. 9–19 IWL: Corresponding with pages from Chapter 2 above.</p> |

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| <p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases and their influence on subject-verb agreement; (vi) relative pronouns (e.g., whose, that, which); (vii) subordinating conjunctions (e.g., because, since); and (viii) transitions for sentence to sentence or paragraph to paragraph coherence; <p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p> <p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> | <p>SB: Ch. 1 (p. 12) Ch. 2 (pp. 24–26) Ch. 3 (pp. 38–39) Ch. 4 (pp. 54) Ch. 5 (pp. 68–69) Ch. 7 (p. 83) TG: pp. 72–75, 83–84 IWL: Corresponding with pages above.</p> |
| <p>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p> <p>(B) recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens. | <p>SB: Ch. 1 (p. 12) Ch. 2 (pp. 24–26) Ch. 3 (pp. 38–39) Ch. 4 (pp. 54) Ch. 5 (pp. 68–69) Ch. 7 (p. 83) TG: pp. 72–75, 83–84 IWL: Corresponding with pages above.</p> |
| <p>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> | <p>SB: Ch. 1 (p. 12) Ch. 2 (pp. 24–26) Ch. 3 (pp. 38–39) Ch. 4 (pp. 54) Ch. 5 (pp. 68–69) Ch. 7 (p. 83) IWL: Corresponding with pages above.</p> |

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| <p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <ul style="list-style-type: none"> (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (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. | <p>SB: Ch. 4 (p. 41) TG: pp. 33–46 IWL: Corresponding with pages above.</p> |
| <p>(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:</p> <ul style="list-style-type: none"> (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; (B) categorize information thematically in order to see the larger constructs inherent in the information; (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | <p>SB: Ch. 4 (pp. 42–46) TG: pp. 33–46 IWL: Corresponding with pages above.</p> |
| <p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <ul style="list-style-type: none"> (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and (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. | <p>SB: Ch. 4 (pp. 42–54) TG: pp. 33–46 IWL: Corresponding with pages above</p> |
| <p>(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:</p> <ul style="list-style-type: none"> (A) draws conclusions and summarizes or paraphrases the findings in a systematic way; (B) marshals evidence to explain the topic and gives relevant reasons for conclusions; (C) presents the findings in a meaningful format; and (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas. | <p>SB: Ch. 4 (pp. 42–54) TG: pp. 33–46 IWL: Corresponding with pages above</p> |

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- (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:
- (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;
 - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
 - (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).
- (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.
- (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.

SB: Ch. 7 (pp. 86–87)

IWL: Corresponding with pages above

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