

Common Core State Standards Correlations

| LANGUAGE STANDARDS | |
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| Common Core Standard | Student Pages |
| L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | SE: 2–16, 18–30, 32–56, 60–82, 105, 110–111, 114–117, 166–169, 196–203, 217, 219, 271, 273, 295, 308–315, 379, 388, 530–531, 604–605 TE: 2–16, 18–30, 32–56, 60–65, 68–69, 74–82, 110–121, 166–180, 196–220, 270–274, 295, 300, 302, 304, 308–315, 314, 316, 318, 320, 376, 378–380, 382, 384, 386, 388, 390, 392, 394, 396, 414, 416, 418, 420, 422, 424, 426, 428, 430, 452, 454, 456, 458, 460, 462, 493, 503, 530–531, 538, 540, 546, 548, 550, 604–605 |
| L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences. | SE: 10–11, 14–15, 28–29, 36–37, 48–49, 74–75, 84–103, 106–107, 112–137, 142–159, 162–163, 170–173, 179, 185, 204–215, 384–387, 530–537, 552–553 TE: 10–11, 14–15, 28–29, 36–37, 48–49, 74–75, 84–103, 106–107, 113, 119, 121, 125, 127, 129, 131, 133, 135, 137, 142–159, 162–163, 170–173, 185, 204–215, 244, 384–387, 414, 416, 418, 420, 422, 424, 426, 428, 430, 530–537, 552–553 |
| L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | SE: 141, 160–164, 174–179, 534–537 TE: 141, 160–164, 174–179, 534–537 |
| L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | SE: 87, 106–107, 128–129, 144–145, 151, 154–155, 157, 160–164, 173, 270–271, 346–349, 384–387, 576–579, 600–601 TE: 26, 87, 106–107, 128–129, 144–145, 148–151, 154–155, 157, 160–164, 173, 270–271, 346–349, 384–387, 414, 416, 418, 420, 422, 424, 426, 428, 430, 502, 504, 506, 576, 578–579 |
| L.7.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing. | SE: 10–15, 173, 179, 182–194, 561, 565, 603, 614–615 TE: 10–15, 173, 179, 182–194, 561, 565, 603 |
| 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: 182–183, 192–193, 616–617 TE: 182–183, 192–193, 464, 614–617 |
| L.7.2b Spell correctly. | SE: 333, 639 TE: 257, 333, 371, 409, 447, 485, 523, 563, 601 |
| L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | SE: 235, 606–609 TE: 235, 606–609 |
| L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | SE: 224–226, 232–239, 266–269, 273, 304–307, 562–563 TE: 224–226, 232–239, 257, 266–269, 273, 304–307, 333, 371, 409, 447, 485, 523, 563, 601 |

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| 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. | SE: 238–239, 622–625, 640–641 TE: 238–239 |
| 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: 546–547, 580–583, 600, 618–621 TE: 546–547, 580–583, 600 |
| L.7.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | SE: 274–277, 350–353, 392–395 TE: 274–277, 350–353, 392–395 |
| L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning or part of speech. | SE: 171, 189, 276–277, 316–319, 354–357, 546–549, 622–623 TE: 171, 276–277, 316–319, 354–357, 546–549, 622–623 |
| 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: 316–319, 465–466, 506–509, 545, 546–549 TE: 316–319, 465–466, 506–509, 547, 549 |
| L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SE: 612–613, 622–625 TE: 612–613, 622–625 |
| L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | SE: 426–429, 584–587 TE: 426–429, 584–587 |
| L.7.5b Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words. | SE: 580–583 TE: 580–583 |
| L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). | SE: 506–509 TE: 506–509 |
| 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: 3, 274–277, 542–545, 563 TE: 542–543, 563 |

| WRITING STANDARDS | |
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| Common Core Standard | Student Pages |
| W.7.1 Write arguments to support claims with clear reasons and relevant evidence. | SE: 530–531, 554–557, 564–565 TE: 530–531, 554–557, 564–565 |
| W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | SE: 530–541, 554–555 TE: 530–541, 554–555 |
| 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: 376–383, 530–531, 534–537, 554–555 TE: 376–383, 530–531, 534–537, 554–555 |
| W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | SE: 384–387, 532–533, 536–537, 556–557 TE: 342–345, 346–349, 354–357, 384–387, 506–509, 556–557 |
| W.7.1d Establish and maintain a formal style. | SE: 542–543, 556–557, 560–561 TE: 262–269, 376–377, 490–501, 542–543, 556–557, 560–561 |
| W.7.1e Provide a concluding statement or section that follows from and supports the argument presented. | SE: 321, 381, 532–533 TE: 228–231, 300–301, 320–321, 381, 532–533 |
| 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. | SE: 99, 101, 111, 113, 119, 125, 131, 133, 145, 149, 167, 185, 261, 373, 515, 517, 525 TE: 99, 101, 111, 113, 119, 125, 131, 133, 145, 149, 167, 185, 373, 439, 441, 449, 515, 517, 525 |
| 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: 301, 303, 305, 453, 455, 457, 493, 495, 497 TE: 300–307, 452–457, 493–498 |
| W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | SE: 305, 307, 452–459, 464–469, 490–493 TE: 304–307, 316–319, 452–459, 464–471, 490–493, 502–509 |
| W.7.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | SE: 338–341, 354–357, 502–509, 542–545, 562 TE: 338–341, 354–357, 502–509, 542–545, 562 |
| W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. | SE: 460–463, 518–519, 542–543 TE: 460–463, 518–519, 542–543 |
| W.7.2e Establish and maintain a formal style. | SE: 301, 308–311, 321, 502–505 TE: 301, 321, 308–311, 332, 502–505 |
| W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. | SE: 301, 321 TE: 301, 452 |

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WRITING STANDARDS

| Common Core Standard | Student Pages |
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| W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | SE: 97, 224–225, 233, 243, 245, 249, 251, 362–365, 439, 441, 449, 614–621 TE: 97, 225–231, 233, 245, 249, 251, 362–365, 614–621 |
| 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: 237, 307, 339, 341, 343, 345, 414–421 TE: 222, 228–231, 245, 306–307, 338–345, 414–421 |
| W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | SE: 422–429, 434, 437 TE: 422–429, 434, 437 |
| 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: 346–349, 357, 442–447 TE: 346–349, 357, 442–447 |
| W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | SE: 227, 237, 338–345, 355, 357, 610–611 TE: 227, 236–239, 304–307, 338–341, 354–357, 610–611 |
| W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. | SE: 228–231, 414–421 TE: 229, 231, 415, 417, 419, 421 |
| 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: 7, 9, 11, 19, 21, 35, 39, 41, 45, 53, 59, 61, 69, 71, 75, 85, 103, 105, 157, 183, 189, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 239, 240–245, 249, 250–253, 255, 257, 259, 263, 265, 267, 269, 271, 273, 275, 278–297, 324–325, 343, 345, 350–359, 365, 367, 373, 377, 380–383, 400–411, 431, 433, 441, 443, 449, 477, 479–487, 502–505, 511, 515, 517, 519, 525, 558–561, 563, 594–599, 603, 606–609, 630–635, 638–641 TE: 239, 240–245, 249, 250–257, 259, 263, 265, 267, 269, 271, 273, 275, 278–297, 324–335, 343, 345, 350–359, 365, 367, 373, 377, 380–383, 405, 407, 431, 433, 441, 443, 449, 477, 479–487, 502–505, 511, 515, 519, 525, 563, 594–599, 601, 603, 606–609, 630–635, 638–641 |
| 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.) | SE: 5, 93, 95, 107, 115, 117, 121, 127, 183, 233, 235, 249, 251, 253, 255, 257, 259, 287, 289, 291, 293, 295, 297, 325, 327, 329, 331, 333, 335, 363, 367, 369, 371, 373, 389, 391, 401, 403, 405, 407, 409, 411, 439, 443, 445, 447, 476–487, 515, 519, 521, 523, 558–561, 594–599, 634–639 TE: 93, 95, 107, 115, 117, 121, 127, 232–235, 248–257, 286–295, 324–333, 362–371, 400–409, 438–447, 476–485, 554–563, 592–601 |
| W.7.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others, including linking to and citing sources. | SE: 229, 241, 243, 259, 297, 335, 373, 411, 435, 449, 469, 471, 487, 525, 565, 603, 641 TE: 229, 241, 243, 259, 297, 335, 373, 411, 435, 449, 469, 471, 487, 525, 565, 603, 641 |

| WRITING STANDARDS | |
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| Common Core Standard | Student Pages |
| 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: 89, 133, 141, 149, 490–501 TE: 149, 490–501 |
| 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: 317, 319, 465, 467, 469, 471, 495, 497, 499, 501 TE: 316–319, 456–459, 464–467, 468–471, 494–499 |
| W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | SE: 223, 299, 337, 375, 413, 451, 489, 529, 568–569, 592–593 TE: 223, 299, 337, 375, 413, 451, 489, 529, 568–569, 592–593 |
| 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: 566–575, 588–589, 592–593 TE: 566–575, 588–589, 592–593 |
| 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: 227, 491 TE: 227, 491–497 |
| 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: 417, 419, 423, 425, 463, 471, 507, 509 TE: 3, 5, 9, 11, 13, 25, 37, 41, 53, 59, 61, 69, 73, 75, 85, 97, 119, 133, 169, 173, 248–249, 286, 324–325, 362, 373, 400–411, 417, 419, 423, 425, 438, 449, 452–459, 463, 471, 476, 487, 507, 509, 525, 554–555, 565, 592–593, 603, 630–631, 641 |

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SPEAKING AND LISTENING STANDARDS

| Common Core Standard | Student Pages |
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| 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. | SE: 247, 282–285, 434–437, 551, 552–553, 588–591, 626–627 TE: 246–247, 282–285, 434–437, 551, 552–553, 588–591 |
| 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: 436–437, 511, 550–553, 590–591, 604–605, 628–629 TE: 511, 550–553, 604–605, 628–629 |
| SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | SE: 513, 552–553, 590–591, 628–629 TE: 513, 552–553, 628–629 |
| SL.7.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant observation, and ideas that bring the discussion back on topic as needed. | SE: 87, 107, 283, 285, 553, 628–629 TE: 87, 107, 283, 285, 553, 628–629 |
| SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views. | SE: 590–591 TE: 590–591 |
| 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: 388–391, 396–399, 472–475, 510–513, 588–589 TE: 388–391, 396–399, 472–475, 510–513, 588–589 |
| 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: 551 TE: 474–475, 551 |
| SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions evidence, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | SE: 320–323, 358–361, 399, 472–475, 510–513, 591 TE: 320–323, 358–361, 399, 472–475, 510–513, 591 |
| SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and evidence and findings and emphasize salient points. | SE: 51, 244–247, 320–323, 472–475, 510–513 TE: 51, 244–247, 320–323, 472–475, 510–513 |
| 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 for specific expectations.) | SE: 322–323 TE: 244–247, 282, 320–323 |