

Voyages in English 2018
Grade 7
Correlations to PA State Standards
(Updated June 2016)
Pennsylvania Grade 7

Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Text Types and Purposes	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	G5.8–5.9; G6.1–6.2; G6.5; G7.1; G7.4–7.5; G8.3; G8.5; G9.1; G10.2	W2–CO; W4–WW; W8–WW
CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.		W3–L1; W3–L2; W7–L1; W7–L2; W8–L1; W8–L2
CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.		W3–L2; W7–L1; W7–L2; W7–L4; W7–L5; W8–L1
CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.		W3–L1; W3–L6; W4–L1; W4–L5; W8–L4; W8–L5; W9–L4

<p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. 		<p>W3–L1; W3–L3; W3–L6; W7–L3; W8–L4; W8–WW; W9–L4</p>
<p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.2–4.11; G5.11; G6.1; G6.3–6.4; G9.1–9.2; G9.4; G10.1–10.5; G11.1–G11.4; G11.1</p>	<p>W2–L3; W2–WW; W3–L3; W3–L4; W5–L1; W5–L4; W9–L1; W9–WW; W10–WW; W11–CO; W11–L3</p>
<p>CC.1.4.7.G Write arguments to support claims.</p>		<p>W9–L1; W9–WW</p>
<p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p>		<p>W5–L1; W9–L1; W9–WW</p>
<p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>W3–L6; W5–L2; W5–L3; W9–L1; W9–L2; W9–WW</p>

<p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. 		W9–L4; W9–WW
<p>CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.2–4.11; G5.11; G6.1; G6.3–6.4; G9.1–9.2; G9.4; G10.1–10.5; G11.1–G11.4; G11.1	W2–L3; W2–WW; W3–L3; W3–L4; W5–L1; W5–L4; W9–L1; W9–WW; W10–WW; W11–CO; W11–L3
<p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p>	G5.7	W1–L1; W1–L3; W1–L5; W1–L6; W1–WW; W4–WW; W6–WW; W11–L3; W11–L4
<p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>		W2–L4; W3–L2; W4–L1; W4–L2; W6–L1; W6–L2
<p>CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>		W1–L1; W1–L4; W4–L1; W4–L2; W4–L5; W6–L3; W6–L4; W6–L6; W11–L2

<p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p>		<p>W1–L2; W2–L4; W3–L2; W4–L1; W4–L2; W4–L3; W4–L5; W6–L1; W6–L2; W6–WW</p>
<p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice. 		<p>W1–L1; W1–L4; W4–L1; W4–L2; W4–L5; W11–L2</p>
<p>CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.2–4.11; G5.11; G6.1; G6.3–6.4; G9.1–9.2; G9.4; G10.1–10.5; G11.1–G11.4; G11.1</p>	<p>W2–L3; W2–WW; W3–L3; W3–L4; W5–L1; W5–L4; W9–L1; W9–WW; W10–WW; W11–CO; W11–L3</p>
<p>Response to Literature</p>	<p>Grammar Section-Lesson</p>	<p>Writing Chapter-Lesson</p>
<p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>		<p>W1–CO; W1–L1; W3–CO; W4–CO; W5–CO; W6–CO; W7–CO; W8–CO; W8–L1; W10–CO; W10–L1; W10–L6; W10–WW</p>

Production and Distribution of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.4.7.T 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.	G1.2; G5.5–5.6; G6.3–6.4; G7.2; G10.1	W1–L3; W1–WW; W2–WW; W3–WW; W4–WW; W5–L4; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
Technology and Publication	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		W1–L2; W1–L5; W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–L5; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
Conducting Research	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	G5.3; G7.5; G8.1; G8.5	W8–L1; W8–L2; W8–L3

Credibility, Reliability, and Validity of Sources	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.4.7.W 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.		W3–L5; W7–L4; W7–L5; W8–L2; W8–L3
Range of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.4.7.X 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.		W6–L1; W6–L2; W6–L3; W7–L3; W7–L5; W8–L5

Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Comprehension and Collaboration	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.		W1–L6; W2–L6; W6–L6; W9–L6; W10–L6; W11–L6

CC.1.5.7.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		W9–L6
CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		W5–L4; W5–L6; W7–L6; W8–L6; W10–L6
Presentation of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.5.7.D 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.		W3–L6; W4–L6; W5–L6; W7–L6; W8–L6; W10–L6
CC.1.5.7.E Adapt speech to a variety of contexts and tasks.		W3–L6
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	G3.10	W1–L6; W3–L6; W7–L6; W8–L6
CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.	G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.2–4.11; G5.11; G6.1; G6.3–6.4; G9.1–9.2; G11.1–G11.4; G11.1	W2–L3; W2–WW; W3–L3; W3–L4; W5–L1; W5–L4; W9–L1; W10–WW; W11–CO; W11–L3

Reading - Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.3.7.A 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.		W6-CO; W10-L2
CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.		W10-L1; W10-L2; W10-WW
CC.1.3.7.C. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.		W4-WW; W6-WW; W10-L2; W10-WW; W11-WW
Craft and Structure	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		W4-CO; W6-CO; W6-L1; W6-L3; W10-L2
CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.		W4-CO; W6-CO; W6-L2; W6-L5; W10-L1; W10-L2; W11-L1

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.		W4-CO; W4-L1; W4-L4; W4-L5; W6-L4; W10-L3; W10-L4; W10-L5; W11-L4
Vocabulary Acquisition and Use	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.3.7.J 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.		W2-L4

Reading - Informational

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.2.7.A 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.		W1-CO; W3-L1; W3-L3; W5-CO; W5-L1; W7-CO; W8-CO; W9-CO; W9-L1; W9-L2
CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.		W5-L1; W7-CO; W9-L1; W9-L2

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.		W1–WW; W2–WW; W3–WW; W5–CO; W5–L1; W5–WW; W7–WW; W8–WW; W9–WW
Craft and Structure	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		W1–L1; W5–L1; W5–L2; W9–CO; W9–L1
CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.		W1–CO; W1–L1; W2–CO; W2–L1; W3–CO; W3–L1; W5–CO; W5–L1; W5–L2; W7–CO; W7–L1; W8–CO; W8–L1; W9–CO; W9–L1
CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.		W1–L3; W1–L4; W2–L4; W3–L5; W5–L5; W7–L4; W8–L5; W9–L4; W9–L5
Vocabulary Acquisition and Use	Grammar Section-Lesson	Writing Chapter-Lesson
CC.1.2.7.J 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.		W9–L4; W9–WW