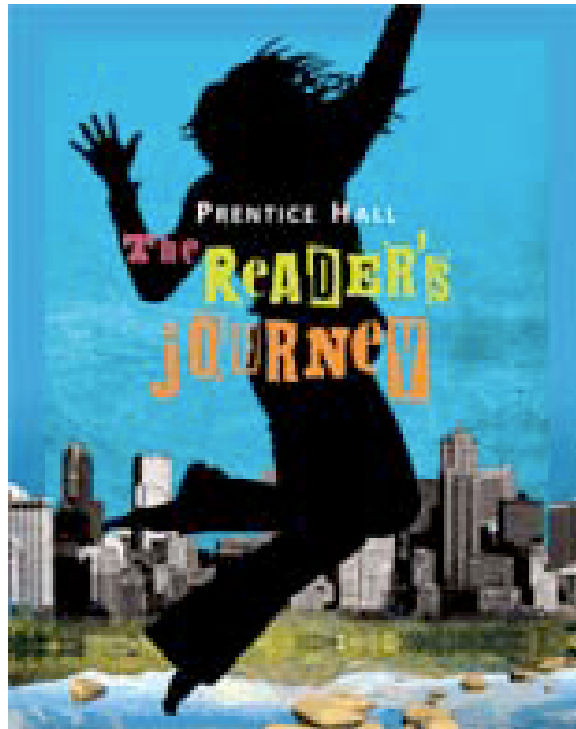


A Correlation of

**Prentice Hall**

**The Reader's Journey**

**Grade 7 ©2009**



To the

**Common Core Standards**

for

**English Language Arts**

**Grade 7**

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**INTRODUCTION**

This document demonstrates how *The Reader's Journey* meets the objectives of the *Common Core Standards for Language Arts (2010)*. Correlation page references are to the Teacher's Organizer and are cited by activity and page number. The Teacher's Organizer contains full-size, annotated student pages.

*The Reader's Journey* is an innovative novel-based Language Arts program dedicated to making students lifelong readers. The program was developed using Grant Wiggins's Understanding by Design model - a common sense approach for connecting curriculum, instruction and assessment so students develop deep understanding every day.

Designed for today's middle school classroom, *The Reader's Journey* is a standards-based program that combines the flexibility of a leveled library with the comprehensive curriculum coverage that has been a hallmark of Prentice Hall language arts programs. The program is based on leveled novels and readers. Included is a suggested library of 36 titles to meet the needs of a very wide range of reading abilities within the same grade level. This program is also flexible. Teachers can select their own novels from a blend of canon, contemporary, and multi-ethnic novels and high-interest readers.

- Six different readers for each unit
- 1 book at two grades below grade level
- 2 books at one grade below grade level
- 2 books on grade level
- 1 book above grade level

Through *The Reader's Journey* consumable workbooks, students have access to skills support, instruction and practice for the basics of a language arts program, and active reading strategies for struggling and advanced learners alike.

Through *The Reader's Journey* Teacher's Organizer, teachers have access to:

- Detailed information about each novel option, including reading levels and sensitive issues
- Lesson plans including suggested questions and pacing guides
- Library options for ELL students and controlled vocabulary readers for struggling readers
- Professional development
- Strategies for differentiated instruction
- Transparencies

This document demonstrates the high degree of success students will achieve by using *The Reader's Journey*.

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to the  
Common Core Standards for English Language Arts, Grade 7**

**Table of Contents**

English Language Arts Standards » Reading: Literature .....	4
English Language Arts Standards » Reading: Informational Text .....	5
English Language Arts Standards » Writing .....	7
English Language Arts Standards » Speaking & Listening .....	11
English Language Arts Standards » Language .....	12

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Common Core Standards for English Language Arts, Grade 7	Prentice Hall The Reader's Journey, Grade 7 ©2009
<b>English Language Arts Standards » Reading: Literature » Introduction</b>	
<p>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	
<b>English Language Arts Standards » Reading: Literature » Grade 7</b>	
<b>Key Ideas and Details</b>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Questions After Reading/Thinking About the Selection, 9, 21, 31, 41, 61, 63, 70-71, 73, 79, 99, 111, 125, 127, 129, 135, 155, 157, 165, 167, 171, 205, 283, 289, 290, 297, 303, 305, 309, 333, 339, 341, 343, 345, 351, 383, 395, 412, 423, 433; Reading Skills: Making Inferences, 148-149, 150; Infer, 9, 63, 71, 135, 165, 229, 395, 423, 433
2. 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.	<b>SE/TE:</b> from "Bronx Masquerade," 61; Introduction to the Novel, 100; Comparing Literary Works: Theme, 166, 167; "The Luckiest Time of All," 168-170; Thinking About the Selection: "An Hour with Abuelo" and "The Luckiest Time of All," 171; Write, 6. Analyze, 343; Reading Skills: Summarizing, 494
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>SE/TE:</b> Literary Analysis: Narrative Texts, 18-19; "The Medicine Bag," 20-21; Character, 60-61; "Stolen Day," 64-71; Learning About Plot, 112-113; "Rules of the Game," 114-125; Characterization, 154-155; "An Hour with Abuelo," 158-165; Dialogue and Stage Directions, 382-383; "Novio Boy," 386-394, 395; Character Motivation, 410, 411-412; "The White Umbrella," 413-423
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>SE/TE:</b> Introduction to Prose and Poetry: Figurative Language, 280-281; Vocabulary Building Strategies: Connotation and Idioms, 286, 287; Understanding Tone, 290, 291-296, 297; "The Trout," 298-302, 303; Comparing Literary Works: Figurative Language, 304-305, 306-308, 309; Standardized Test Practice: Question 6 Connotation/Tone, 321; Literary Analysis: Sound Devices, Rhythm, and Meter, 326; "Summer," 327; "Analysis of Baseball," 328-329; "Wind and Water and Stone," 330; "I've Had This Shirt," 332; Thinking About the Selections, 333; Literary Analysis: Symbolism, 340-341, 342, 343

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5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>SE/TE:</b> Literary Analysis: Forms of Poetry, 344; "The Sidewalk Racer or On the Skateboard," 345; "Annabel Lee," 346-349; Haiku, 350; Thinking About the Selections, 351
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>SE/TE:</b> Literary Analysis: Point of View, 62-63; "Stolen Day," 64-69; Thinking About the Selection: Question 6 Interpret, Reader's Journal 8 Analyze, 71
<b>Integration of Knowledge and Ideas</b>	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>SE/TE:</b> Comparing Literary Works: from the novel "Dragonwings," 426-427; from the dramatization of "Dragonwings," 428-432, Thinking About the Selections, 433
8. (Not applicable to literature)	(Not applicable to literature)
9. 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.	Opportunities to address: <b>SE/TE:</b> from "Our Town," 383; from "A Christmas Carol: Scrooge and Marley," 385; Comparing Literary Works: from the novel "Dragonwings," 426-427; from the dramatization of "Dragonwings," 428-432, Thinking About the Selections, 433
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>SE/TE:</b> Literary Selections, 20, 31, 32-40, 61, 62-63, 64-69, 73, 74-78, 111, 113, 114-124, 130-134, 155, 158-164, 167, 168-170, 205, 213, 214-220, 221-228, 289, 290, 291-292, 293-294, 295-296, 298-302, 305, 306, 307, 327, 328-329, 330, 332, 334-338, 341, 342, 345, 346-347, 348-349, 350, 383, 385, 386-394, 411-412, 413-422, 426-427, 428-432, 479-480; Ready for a Free-Choice Book, 59, 153, 243, 325, 409, 499
<b>English Language Arts Standards » Reading: Informational Text » Introduction</b>	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<b>English Language Arts Standards » Reading: Informational Text » Grade 7</b>	
<b>Key Ideas and Details</b>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SE/TE:</b> Questions After Reading/Thinking About the Selection, 13, 29, 43, 55, 59, 79, 107, 149, 153, 197, 199, 203, 211, 213, 229, 239, 240, 243, 245, 251, 253, 257, 285, 325, 375, 379, 407, 409, 461, 466, 467, 470, 472, 477, 483, 484, 495, 499, 509, 514; Reading Skills: Making Inferences, 148-150; "What Are Memories Made Of?" 151-152; Infer, 29, 153, 229, 325, 461

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2. 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.	<b>SE/TE:</b> from "Museum Indians," 213; from "Red Scarf Girl," 221-228; Reading Skills: Identifying Main Idea and Supporting Details, 238; "New Zealand and Australia," 239; "The Black Blizzards," 241-242; Thinking About the Selection, 243; Reading Skills: Summarizing, 494; "Maglev Trains: Speeding into the Future," 495; "The Ancient Ones," 496-498; Thinking About the Selection, 499
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>SE/TE:</b> Author's Style/Voice, 204-205; "Melting Pot," 206-210, 211; Reading Skill: Identifying Main Idea and Supporting Details, 238-239, 240; "The Black Blizzards," 241-242, 243; Literary Analysis: Persuasive Writing, 252-253; "All Together Now," 254-256, 257
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>SE/TE:</b> Reading Skills: Context Clues, 8-9; "After the Tsunami," 10-12, 13; Vocabulary Builder, 22-24, 27-28, 74-76, 78, 206-207, 210, 214-218, 220, 221, 223-225, 227-228, 246-247, 249-250, 254-256, 479-480, 482; Vocabulary Building Strategies: Connotation, 286; "Achieving the Dream" and from "The American Dream" Question 3 Interpret, Connotations, 483
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>SE/TE:</b> Reading Skills: Make Predictions, 102, 103; "Surfing's Dynamic Duo," 105-106, 107; "What Are Memories Made Of?" 152; Introduction to Nonfiction: Organizing Nonfiction, 195; Literary Analysis: Expository Writing, 244; "The Shutout," 248, 249, 251; Reading Skills: Setting a Purpose, 374, 376
6. 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.	<b>SE/TE:</b> Author's Perspective: Thinking About the Selections, 229; Literature Circles, 266-267; Author's Purpose: Expository Writing 244-245; "The Shutout," 246-250, 251; Reading a Science Article, 484; "DNA Fingerprinting," 485
<b>Integration of Knowledge and Ideas</b>	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Opportunities to address: <b>SE/TE:</b> Link to Real Life: Advertisement, 197; Critical Viewing, 255, 480; "Kabuki and Noh Plays," 460, 461; from "The American Dream," 481-482
8. 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.	<b>SE/TE:</b> "Laptops vs. Learning," 56-58, 59; Link to Real Life: Advertisement, 197; "Hanging Up On Cell Phones," 198, 199; Literary Analysis: Persuasive Writing, 252, 253; "All Together Now," 254-256, 257

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9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Opportunities to address: <b>SE/TE:</b> Ready for a Free-Choice Book, 59, 153, 243, 325, 409, 499; Free-Choice Book Reflection: Compare and Contrast, 89, 183, 269, 361, 445, 525
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>SE/TE:</b> Informational Texts, 10-12, 19, 22-28, 42, 55, 56-58, 74-78, 103, 105-106, 151-152, 198, 203, 205, 206-210, 213, 214-220, 221-228, 239, 241-242, 245, 246-250, 253, 254-256, 284, 324, 377-378, 408, 459, 460, 470, 475-476, 479-480, 481-482, 485, 496-498; Ready for a Free-Choice Book, 59, 153, 243, 325, 409, 499
<b>English Language Arts Standards » Writing » Introduction</b>	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.	
<b>English Language Arts Standards » Writing » Grade 7</b>	
<b>Text Types and Purposes</b>	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>SE/TE:</b> Listening and Speaking Workshop: Delivering a Persuasive Speech, 258-259; Writer's Workshop: Prewrite: Persuasive Essay, 262; Anchor Book Projects: Hold a Debate, 182; Letter to the Editor, 524
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>SE/TE:</b> Listening and Speaking Workshop: Delivering a Persuasive Speech, 258-259; Writer's Workshop: Draft: Persuasive Essay, 263; Anchor Book Projects: Hold a Debate, 182; Letter to the Editor, 524
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>SE/TE:</b> Listening and Speaking Workshop: Delivering a Persuasive Speech, 258-259; Writer's Workshop: Draft/Revise/Edit: Persuasive Essay, 263-265; Anchor Book Projects: Hold a Debate, 182; Letter to the Editor, 524
d. Establish and maintain a formal style.	<b>SE/TE:</b> Listening and Speaking Workshop: Delivering a Persuasive Speech, 258-259; Writer's Workshop: Draft/Revise/Edit: Persuasive Essay, 263-265; Anchor Book Projects: Letter to the Editor, 524

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e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Listening and Speaking Workshop: Delivering a Persuasive Speech, 258-259; Writer's Workshop: Draft/Revise/Edit: Persuasive Essay, 263-265; Anchor Book Projects: Hold a Debate, 182; Letter to the Editor, 524
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. 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.	<b>SE/TE:</b> Writer's Workshop: Prewrite: Descriptive Essay, 46; How-To Essay 84; Business Letter, 178; Literary Review, 314-315; Writing for Assessment, 356-357; Interview Report, 398-399; Cause-and-Effect Essay, 440; Compare-and-Contrast Essay, 488; Multimedia Presentation, 520; The Research Process: Choosing/Narrowing Your Topic, 465-469; Anchor Book Projects: Be a News Reporter, Map It Out, 88; Write a Biography, 269; Multi-genre Project, 525
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>SE/TE:</b> Writer's Workshop: Draft: Description, Exposition, Business Letter, Literary Review, Report, Multimedia Presentation, 47, 85, 179, 315, 357, 399, 441, 489, 521; The Research Process: Drafting, 500-505; Anchor Book Projects: Be a News Reporter/ Map It Out, 88; Write a Biography, 269; Multi-genre Project, 525
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Writer's Workshop: Draft/Revise/Edit: Description, Exposition, Business Letter, Literary Review, Report, Multimedia Presentation, 47-49, 85-87, 179-181, 315-317, 357-359, 399-401, 441-443, 489-491, 521-523; The Research Process: Drafting, Revising, 500-505, 506-509; Anchor Book Projects: Be a News Reporter, Map It Out, 88; Write a Biography, 269; Multi-genre Project, 525
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE/TE:</b> Writer's Workshop: Draft/Revise/Edit: Description, Exposition, Business Letter, Literary Review, Report, Multimedia Presentation, 47-49, 85-87, 179-181, 315-317, 357-359, 399-401, 441-443, 489-491, 521-523; The Research Process: Drafting, Revising, 500-505, 506-509; Anchor Book Projects: Be a News Reporter, Map It Out, 88; Write a Biography, 269; Multi-genre Project, 525
e. Establish and maintain a formal style.	<b>SE/TE:</b> The Research Process: Drafting, Revising, 500-505, 506-509; Anchor Book Projects: Be a News Reporter, Map It Out, 88; Write a Biography, 269; Multi-genre Project, 525



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f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>SE/TE:</b> Writer's Workshop: Draft/Revise/Edit: Description, Exposition, Business Letter, Literary Review, Report, Multimedia Presentation, 47-49, 85-87, 179-181, 315-317, 357-359, 399-401, 441-443, 489-491, 521-523; The Research Process: Drafting, Revising, 500-505, 506-509; Anchor Book Projects: Be a News Reporter, Map It Out, 88; Write a Biography, 269; Multi-genre Project, 525
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. 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.	<b>SE/TE:</b> Writer's Workshop: Narration, Autobiographical Narrative, 140-143, 232-235; Anchor Book Projects: Journey In Time, 89; Multi-genre Project, 525
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Writer's Workshop: Narration, Autobiographical Narrative, 140-143, 232-235; Anchor Book Projects: Journey In Time, 89; Multi-genre Project, 525
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>SE/TE:</b> Writer's Workshop: Narration, Autobiographical Narrative, 140-143, 232-235; Anchor Book Projects: Journey In Time, 89; Multi-genre Project, 525
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>SE/TE:</b> Writer's Workshop: Narration, Autobiographical Narrative, 140-143, 232-235; Anchor Book Projects: Journey In Time, 89; Multi-genre Project, 525
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>SE/TE:</b> Writer's Workshop: Narration, Autobiographical Narrative, 140-143, 232-235; Anchor Book Projects: Journey In Time, 89; Multi-genre Project, 525
<b>Production and Distribution of Writing</b>	
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.)	<b>SE/TE:</b> Writer's Workshop: Publishing-Share It, 49, 87, 143, 181, 235, 265, 317, 359, 401, 443, 491, 523; The Research Process: Publishing Your Work, 511; Thinking About the Research Process: Apply, Publish and Share, 515
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.	<b>SE/TE:</b> Writer's Workshop: Prewriting, 46, 84, 140-141, 178, 232-233, 262, 314-315, 356-357, 398-399, 440, 464, 465, 469, 488, 520; Revising, Peer Review, 47, 85, 142, 179, 234, 263, 315, 358, 399, 441, 489, 490, 506-509, 521, 522; Editing, 49, 87, 143, 181, 235, 265, 317, 359, 401, 443, 491, 511, 523
6. 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.	<b>SE/TE:</b> The Research Process: Create a Multimedia Presentation, 511; Listening and Speaking Workshops: Analyzing Media Messages, 516-517

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<b>Research to Build and Present Knowledge</b>	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>SE/TE:</b> The Research Process: Create a Multimedia Presentation, 511; Writer's Workshop: Research: Multimedia Presentation, 523; Listening and Speaking Workshop: Delivering a Persuasive Speech, 259; Analyzing Media Messages, 517
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.	<b>SE/TE:</b> The Research Process: Finding Sources, 466-467, 468, 470-471, 478-483; Evaluate Sources, 470-471, 477, 484; Note Taking, 473-474, 477; Avoid Plagiarism, 472, 473, 474, 475, 477; Citing Sources, 269, 472, 473, 477, 510-511, 513, 514, 525
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 7 Reading standards 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").	<b>SE/TE:</b> Reader's Journal Responses: Literature, 41, 71, 79, 111, 135, 165, 171, 183, 297, 303, 309, 333, 339, 343, 351, 361, 395, 423, 433
b. Apply grade 7 Reading standards 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").	<b>SE/TE:</b> Reader's Journal Responses: Nonfiction, 13, 29, 79, 89, 107, 199, 211, 229, 243, 251, 257, 269, 285, 325, 379, 409, 445, 461, 477, 483, 499, 505, 525
<b>Range of Writing</b>	
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.	<b>SE/TE:</b> Writer's Workshops, 46-49, 84-87, 140-143, 178-181, 232-235, 262-265, 314-317, 356-359, 398-401, 440-443, 488-491, 520-523; The Research Process, 464-469, 470-477, 478-483, 500-505, 506-509, 510-515; Reader's Journal Responses, 13, 29, 41, 71, 79, 89, 107, 110-111, 135, 165, 171, 183, 199, 211, 229, 243, 251, 257, 269, 285, 297, 303, 309, 325, 333, 339, 343, 351, 361, 379, 395, 409, 423, 433, 445, 461, 477, 483, 499, 505, 525; Timed Writing, 53, 147, 237, 321, 405, 493

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Common Core Standards for English Language Arts, Grade 7	Prentice Hall The Reader's Journey, Grade 7 ©2009
<b>English Language Arts Standards » Speaking &amp; Listening » Introduction</b>	
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 7</b>	
<b>Comprehension and Collaboration</b>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
a. 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.	<b>SE/TE:</b> Literature Circles, 50-51, 144-145, 266-267, 318-319, 402-403; Partner Activity, 3, 72, 150, 190-191, 193, 276-277, 341, 368-369; Group Activity, 96-97, 128, 253, 452-453
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SE/TE:</b> Literature Circles, 50-51, 144-145, 266-267, 318-319, 402-403; Group Activity, 96-97, 128, 253, 452-453
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SE/TE:</b> Literature Circles, 50-51, 144-145, 266-267, 318-319, 402-403; Partner Activity, 3, 72, 150, 190-191, 193, 276-277, 341, 368-369; Group Activity, 96-97, 128, 253, 452-453
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Opportunities to address: <b>SE/TE:</b> Literature Circles, 50-51, 144-145, 266-267, 318-319, 402-403; Anchor Book Projects: Hold a Debate, 182; Mock Trial, 524; Writer's Workshop: Stage a Public Debate, 265
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.	<b>SE/TE:</b> Listening and Speaking Workshops: Rubric for Audience Self-Assessment, 173, 259, 353, 435, 517; Writer's Workshop: Rubric for Self-Assessment, Criteria, 87, 265, 317, 443, 523
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SE/TE:</b> Listening and Speaking Workshop, Rubric for Audience Self-Assessment: Delivering a Persuasive Speech, 259 Analyzing Media Messages, 517; Writer's Workshop: Rubric for Self-Assessment, Criteria: Persuasive Essay, 265; Literary Review, 317; Cause-and-Effect Essay, 443

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<b>Presentation of Knowledge and Ideas</b>	
4. 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.	<b>SE/TE:</b> Listening and Speaking Workshop: Delivering a Persuasive Speech, 258-259; Analyzing Media Messages, 516-517; Writer's Workshop: Publishing-Share It: Give a Demonstration, 87; Stage a Public Debate, 265; Present Your Review, 317; Present a Diagram/Produce a Talk Show, 443; Multimedia Presentations: Present Your Report/Share with the Community: 523; The Research Process: Create a Multimedia Presentation, 511
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>SE/TE:</b> Writer's Workshop: Publishing-Share It: Using Visuals to Present, 49, 87, 443, 511, 520-523; Anchor Book Projects: Map It Out, 88; Listening and Speaking Workshop: Analyzing Media Messages, 516-517
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SE/TE:</b> Literature Circles, 50-51, 144-145, 266-267, 318-319, 402-403; Listening and Speaking Workshops, 172-173, 258-259, 352-353, 434-435, 516-517; Writer's Workshop: Formal/Informal Language, 180, 264, 399, 401; Publishing-Share It, 87, 143, 265, 317, 443, 511, 523
<b>English Language Arts Standards » Language » Introduction</b>	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	
<b>English Language Arts Standards » Language » Grade 7</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	<b>SE/TE:</b> Grammar and Spelling: Adjective Clause, 174; Adverb Phrases/Clauses, 175; Independent/Subordinate Clause, 261; Prepositional Phrases, 354; Participial Phrases, 437
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>SE/TE:</b> Grammar and Spelling: Sentences, 260-261; Sentence Fluency/Vary Sentence Structure, 49, 87, 143, 179, 181, 235, 265, 317, 359, 401, 441, 443, 491
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>SE/TE:</b> Conventions: Phrases and Clauses, 181, 359, 441, 443; Grammar and Spelling: Adjective Clause, 174; Adverb Phrases and Clauses, 175; Independent and Subordinate Clause, 261; Prepositional Phrases, 354; Participial Phrases, 437; Dangling modifiers, 438

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to the  
Common Core Standards for English Language Arts, Grade 7**

<b>Common Core Standards for English Language Arts, Grade 7</b>	<b>Prentice Hall The Reader's Journey, Grade 7 ©2009</b>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	<b>SE/TE:</b> Grammar and Spelling: Compound Sentences, 260-261; Coordinating Conjunctions, 310
b. Spell correctly.	<b>SE/TE:</b> Grammar and Spelling: Spelling Tricky or Difficult Words, 177, 439; Spelling High-Frequency Words, 397; Standardized Test Practice: Language Skills: Spelling, 187, 449; Writer's Workshop: Editing, 49, 87, 143, 181, 235, 265, 317, 359, 401, 443, 491, 523; The Research Process: Proofreading Checklist, 511
<b>Knowledge of Language</b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<b>SE/TE:</b> Language Coach: Word Choice, 44; Writer's Workshop: Revise/Edit/Criteria: Word Choice, 46, 47, 49, 85, 87, 143, 181, 235, 263, 265, 317, 359, 396, 401, 443, 491, 506, 518-519, 521, 523

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to the  
Common Core Standards for English Language Arts, Grade 7**

Common Core Standards for English Language Arts, Grade 7	Prentice Hall The Reader's Journey, Grade 7 ©2009
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
a. 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.	<b>SE/TE:</b> Reading Skills: Context Clues 8-13; Vocabulary Builder: Use Context Clues, As You Read and After You Read 22, 28, 32, 40, 64, 69, 74, 78, 114, 124, 130, 134, 158, 164, 168, 170, 206, 210, 214, 220, 246, 250, 254, 256, 291, 296, 298, 302, 306, 307, 328, 332, 334, 338, 342, 346, 350, 386, 394, 413, 422, 426, 427, 428, 432, 479, 482; Vocabulary Building Strategies: Use Context Clues 201, 287, 380, 381; Use a Dictionary 14, 108, 109, 201, 286, 380, 381, 462-463; Vocabulary Builder: After You Read, Use a Dictionary 28, 40, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338, 342, 350, 394, 422, 427, 432, 482; Language Coach: Use a Dictionary 439, 519; Vocabulary Builder: After You Read, Use a Glossary 28, 40, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338; Language Coach: Use a Glossary 519; English and Spanish Glossary 530-534; Vocabulary Building Strategies: Use a Thesaurus, 14, 109, 380; Vocabulary Builder: After You Read, Use a Thesaurus 28, 40, 47, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338, 342, 350, 394, 422, 427, 432, 519; Vocabulary Building Strategies: Use Electronic Tools, 14, 109; Vocabulary Builder: After You Read, Use Electronic Tools, 28, 40, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 307, 332, 338, 342, 350, 394, 422, 427, 432
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<b>SE/TE:</b> Vocabulary Building Strategies: Suffixes, 14-15; Prefixes, 108-109; Word Origins and Borrowed Words, 200-201; Greek and Latin Roots, 200
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>SE/TE:</b> Use a Dictionary 14, 108, 109, 201, 286, 380, 381, 462-463; Vocabulary Builder: After You Read, Use a Dictionary 28, 40, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338, 342, 350, 394, 422, 427, 432, 482; Language Coach: Use a Dictionary 439, 519; Glossary, 28, 40, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338, 519, 530-534; Thesaurus, 14, 28, 40, 47, 69, 78, 109, 124, 134, 164, 170, 179, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338, 342, 350, 380, 394, 422, 427, 432, 519

**Prentice Hall The Reader's Journey, Grade 7 ©2009  
to the  
Common Core Standards for English Language Arts, Grade 7**

<b>Common Core Standards for English Language Arts, Grade 7</b>	<b>Prentice Hall The Reader's Journey, Grade 7 ©2009</b>
d. 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).	<b>SE/TE:</b> Reading Skills: Context Clues 8-13; Vocabulary Builder: Use Context Clues, As You Read and After You Read 22, 28, 32, 40, 64, 69, 74, 78, 114, 124, 130, 134, 158, 164, 168, 170, 206, 210, 214, 220, 246, 250, 254, 256, 291, 296, 298, 302, 306, 307, 328, 332, 334, 338, 342, 346, 350, 386, 394, 413, 422, 426, 427, 428, 432, 479, 482; Vocabulary Building Strategies: Use Context Clues 201, 287, 380, 381; Use a Dictionary 14, 108, 109, 201, 286, 380, 381, 462-463; Vocabulary Builder: After You Read, Use a Dictionary 28, 40, 69, 78, 124, 134, 164, 170, 210, 220, 228, 250, 256, 296, 302, 307, 332, 338, 342, 350, 394, 422, 427, 432, 482; Language Coach: Use a Dictionary 439, 519
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>SE/TE:</b> Analogy, 125, 304, 381; Idioms, 153, 287, 304; Simile, 304, 305; Metaphor, 304, 305, 306, 307, 309; Allusion, 340; "Epigram," 341; Good to Know Footnotes, 482
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>SE/TE:</b> Vocabulary Building Strategies: Suffixes, Unlock Word Meanings, 14-15; Prefixes, 108-109; Word Origins and Borrowed Words, 200-201; Synonyms, Antonyms, and Homonyms, 380-381; Language Coach: Spelling Tricky or Difficult Words, 439
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<b>SE/TE:</b> Vocabulary Building Strategies: Denotation, Connotation: 286; Standardized Test Practice: Question 6 Connotation, 321; Literary Analysis: Analyze Connotations 341; "Achieving the Dream" and from "The American Dream" Question 3 Interpret Denotation, Connotations, 483
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.	<b>SE/TE:</b> Academic Vocabulary, 8, 54, 102, 148, 196, 238, 282, 322, 374, 406, 458, 494; Vocabulary Building Strategies, 14-15, 108-109, 200-201, 286-287, 380-381, 462-463; Vocabulary Builder, 22-24, 27-28, 32-34, 38-40, 64-66, 69, 74-76, 78, 114-117, 124, 130-134, 158, 160, 162, 164, 168-170, 206-207, 210, 214-218, 220-221, 223-225, 227-228, 246-247, 249-250, 254-256, 291, 293, 295-296, 298-299, 301-302, 306-307, 328, 330, 332, 334-336, 338, 342, 346-348, 350, 386, 391, 394, 413-415, 421-422, 426-430, 432, 479-480, 482