

**Houghton Mifflin Harcourt  
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Grade 7**

correlated to the

**Common Core State Standards  
English Language Arts  
Grade 7**

CCSS Standards	HMH Collections (TE pages in BOLD)
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15, 16, 16, 18a, 31, 32, 33, 34, 36, 36, 40, 42, 63, 65, 67, 69, 72, 73, 73, 74, 95, 96, 97, 98, 99, 100, 103, 108, 108, 112, 113, 114, 115, 116, 118, 119, 121, 124, 126, 126, 146, 149, 150, 151, 154, 154, 170, 171, 171, 172, 173, 173, 174, 174, 213, 214, 214, 214a, 242, 243, 244, 244, 245, 246, 246, 249, 250, 252, 253, 254, 256, 256, 284, 285, 287, 288, 289, 291, 292, 294, 296, 297, 299, 300, 302, 322, 323, 324, 325, 325, 327, 328, 330, 331, 332, 334, 334</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–14, 3–14, 31–34, 31–34, 63–67, 71–72, 74, 93–96, 145–146, 149–152, 169–170, 172, 213, 214a, 241–245, 249–254, 321–323, 327–332</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>3–12, 18b–18i, 17–22, 38b–38g, 25–30, 70b–70g, 35–42, 126b–126g, 55–60, 174b–174g, 87–92, 258b–258g, 103–106, 306b–306e</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  16, <b>16</b>, 36, <b>36</b>, 69, <b>69</b>, 73, <b>73</b>, 108, <b>108</b>, 126, <b>126</b>, 127–130, <b>127–130</b>, 131–134, <b>127–134</b>, 154, <b>154</b>, 171, <b>171</b>, 173, <b>173</b>, 214, <b>214</b>, 244, <b>244</b>, 246, <b>246</b>, 248, <b>248</b>, 256, <b>256</b>, 325, <b>325</b>, 334, <b>334</b></p>
RL.7.2	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  31, <b>31</b>, <b>32</b>, <b>33</b>, <b>34</b>, 35, <b>35</b>, 36, <b>36</b>, <b>38a</b>, 42, <b>42</b>, <b>63</b>, <b>64</b>, <b>66</b>, <b>67</b>, 68, <b>68</b>, 69, <b>69</b>, 75, <b>75</b>, 76, <b>76</b>, 108, <b>108</b>, 126, <b>126</b>, 148, <b>148</b>, <b>149</b>, <b>151</b>, <b>152</b>, 153, <b>153</b>, <b>156a</b>, <b>172</b>, 173, <b>173</b>, <b>174a</b>, 214, <b>214</b>, 244, <b>244</b>, 246, <b>246</b>, 247, <b>247</b>, <b>248a</b>, <b>250</b>, <b>251</b>, <b>252</b>, <b>253</b>, <b>254</b>, 255, <b>255</b>, <b>321</b>, <b>322</b>, <b>323</b>, 324, <b>324</b>, <b>325</b>, <b>331</b>, <b>332</b>, 333, <b>333</b>, <b>336a</b>, <b>337a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  31–34, <b>31–34</b>, <b>38a</b>, 63–68, 63–<b>68</b>, 71–72, 74, 93–106, 145–146, 149–152, <b>156a</b>, 169–170, 172, 213, 241–243, 245, 249–254, 321–323, 327–332, <b>336a</b>, <b>337a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  17–22, <b>38b–38g</b>, 25–30, <b>70b–70g</b>, 87–92, <b>258b–258g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  36, <b>36</b>, 42, <b>42</b>, 75, <b>75</b>, 76, <b>76</b>, 108, <b>108</b>, 126, <b>126</b>, 148, <b>148</b>, 154, <b>154</b>, 171, <b>171</b>, 174, <b>174</b>, 214, <b>214</b>, 244, <b>244</b>, 246, <b>246</b>, 248, <b>248</b>, 256, <b>256</b>, 304, <b>304</b>, 325, <b>325</b>, 334, <b>334</b></p>

<b>CCSS Standards</b>		<b>HMH Collections (TE pages in BOLD)</b>
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 6, 7, 9,10, 12, 13, 14, 15, 15, 16, 16, 18a, 31, 31, 33, 35, 35, 38a, 63, 64, 67, 68, 68, 70a, 93, 94, 96, 97, 99, 100, 101, 103, 105, 106, 107, 107, 110a, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 125, 146, 156a, 249, 250, 252, 253, 254, 255, 255, 258a, 284, 286, 292, 296, 297, 298, 300, 302, 303, 303, 328, 329, 330, 331, 332, 333, 333, 336a, 336b</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  3–14, <b>18a</b>, 31–34, <b>38a</b>, 63–67, <b>70a</b>, 93–106, 111–124, <b>156a</b>, 249–254, 283–302, 327–332, <b>336a, 336b</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  3–12, <b>18b–18i</b>, 17–22, <b>38b–38g</b>, 25–30, <b>70b–70g</b>, 35–42, <b>126b–126g</b>, 87–92, <b>258b–258g</b>, 103–106, <b>306b–306e</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Analyzing a Novel: Goodbye, Vietnam  • Analyzing a Novel: Never Cry Wolf</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  16, <b>16</b>, 36, <b>36</b>, 69, <b>69</b>, 108, <b>108</b>, 126, <b>126</b>, 154, <b>154</b>, 256, <b>256</b>, 304, <b>304</b>, 334, <b>334</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RL.7.4	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>6, 36, 36, 40, 41, 41, 42a, 45, 65, 72, 73, 73, 74, 75, 75, 76, 76, 76a, 95, 97, 98, 103, 107, 107, 117, 119, 147, 147, 148, 148a, 150, 151, 152, 153, 153, 170, 171, 171, 172, 173, 173, 174, 174, 213, 214, 214, 214a, 242, 243, 244, 244, 246, 246, 247, 247, 249, 289, 299, 321, 322, 323, 324, 324, 326a, 327, 332</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  39–40, <b>42a</b>, 71–72, 74, <b>76a</b>, 145–146, <b>148a</b>, 149–152, 169–170, 172, 213, <b>214a, 214b</b>, 241–243, 245, 321–323, <b>326a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  55–60, <b>174b–174g</b>, 87–92, <b>258b–258g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Word Choice and Diction</li> <li>• Interpreting Figures of Speech, Allusions, and Connotations</li> <li>• Levels of Language</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  36, <b>36</b>, 42, <b>42</b>, 69, <b>69</b>, 73, <b>73</b>, 75, <b>75</b>, 76, <b>76</b>, 108, <b>108</b>, 148, <b>148</b>, 154, <b>154</b>, 171, <b>171</b>, 173, <b>173</b>, 174, <b>174</b>, 214, <b>214</b>, 244, <b>244</b>, 246, <b>246</b>, 248, <b>248</b>, 256, <b>256</b>, 325, <b>325</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<p><b>INSTRUCTION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40, 40, 41, 41, 42a, 72, 73, 73, 74, 75, 75, 76, 76, 111, 112, 113, 114, 115, 116, 117, 118, 119, 121, 122, 124, 125, 125, 126a, 146, 147, 147, 148a, 170, 171, 171, 172, 173, 173, 174, 174, 175, 175, 214b, 242, 243, 244, 244, 245, 246, 246, 247, 247, 321, 323, 324, 324, 326a</b></p> <p><b>APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>39–40, 42a, 71–72, 74, 111–124, 126a, 145–146, 148a, 169–170, 172, 214b, 241–243, 245, 321–323, 326a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>55–60, 174b–174g</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>42, 42, 73, 73, 75, 75, 76, 76, 108, 108, 126, 126, 148, 148, 171, 171, 173, 173, 174, 174, 244, 244, 246, 246, 248, 248, 325, 325</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  154, <b>154</b>, <b>156a</b>, 172, 174, <b>174a</b>, 283, 287, <b>290</b>, <b>291</b>, <b>292</b>, <b>295</b>, <b>298</b>, 303, <b>303</b>, <b>306a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>156a</b>, <b>174a</b>, 283–302, <b>306a</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Point of View</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  304, <b>304</b>, 334, <b>334</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Integration of Knowledge and Ideas</b>		
RL.7.7	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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  126, <b>126, 126a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  111–124, <b>126a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  35–42, <b>126b–126g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Comparing Text and Media</li> <li>• Comparing Literature to an Audio Version</li> <li>• Comparing Literature to a Video Version</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  126, <b>126</b></p>
RL.7.8	(Not applicable to literature)	

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.7.9	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>284, 285, 288, 289, 290, 294, 296, 297, 300, 301, 303, 303, 306a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  265–273, 275–277, 283–302, <b>306a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  103–106, <b>306b–306e</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Analyzing History-Related Texts</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  304, <b>304</b></p>
<b>Range of Reading and Level of Text Complexity</b>		
RL.7.10	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.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3a, 3–16, 3–16, 63a, 69, 93a, 93–108, 93–108, 111a, 111–126, 111–126, 169a, 169–174, 169–174, 241a, 241–248, 241–248, 249a, 249–256 249–256</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  17–22, <b>38b–38g, 35–42, 126b–126g</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>20, 21, 22, 24, 24, 26, 43, 43, 44, 45, 46, 47, 48, 49, 49, 77, 78, 81, 137, 138, 139, 142, 142, 157, 159, 161, 162, 163, 166, 166, 185, 186, 187, 188, 189, 194, 195, 196, 203, 204, 205, 207, 208, 221, 222, 223, 224, 225, 226, 227, 228, 229, 229, 232a, 233, 234, 236, 237, 237, 240a, 266, 267, 268, 269, 270, 271, 272, 273, 274, 274, 275, 276, 307, 308, 309, 310, 311, 312, 313, 313, 316a, R16, R23</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  43–48, 157–164, 221–228, <b>232a</b>, 233–236, <b>240a</b>, 265–273, 275–277, 307–312, <b>316a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  13–16, <b>30b–30e</b>, 31–34, <b>88b–88e</b>, 45–50, <b>144b–144g</b>, 51–54, <b>168b–168e</b>, 63–66, <b>192b–192e</b>, 67–74, <b>212b–212g</b>, 77–82, <b>232b–232g</b>, 83–86, <b>240b–240e</b>, 95–102, <b>282b–282g</b>, 107–112, <b>320b–320g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  26, <b>26</b>, 50, <b>50</b>, 142, <b>142</b>, 190, <b>190</b>, 198, <b>198</b>, 210, <b>210</b>, 230, <b>230</b>, 238, <b>238</b>, 274, <b>274</b>, 278, <b>278</b>, 280, <b>280</b>, 314, <b>314</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.7.2	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>20, 21, 23, 23, 24, 25, 26, 27, 27, 29, 29, 30, 30, 52a, 79, 80, 82, 83, 84, 85, 85, 163, 165, 165, 198, 198, 202, 205, 206, 209, 209, 222, 223, 226, 227, 229, 229, 232a, 235, 238, 238, 240a, 266, 267, 268, 269, 270, 271, 272, 273, 274, 274, 282a, 307, 308, 309, 310, 311, 312, 313, 313, 316a, R16–R22, R16, R18, R19, R21, R22, R23, R23–R29</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  19–22, 24–26, 28, 77–84, 167–164, 201–208, 221–228, <b>232a, 240a, 282a, 265–273, 275–277, 307–312, 316a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  13–16, <b>30b–30e, 31–34, 88b–88e, 51–54, 168b–168e, 63–66, 192b–192e, 67–74, 212b–212g, 77–82, 232b–232g, 83–86, 240b–240e, 95–102, 282b–282g, 107–112, 320b–320g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Cross-Curricular Connections: Empress Theodora / The Hippodrome</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>23, 23, 27, 27, 29, 29, 30, 30, 52a, 86, 86, 142, 142, 148, 148, 166, 166, 198, 198, 210, 210, 230, 230, 238, 238, 274, 274, 278, 278, 280, 280, 314, 314</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.7.3	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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, <b>137</b>, <b>138</b>, <b>140</b>, 141, <b>141</b>, <b>144a</b>, <b>157</b>, <b>159</b>, <b>160</b>, <b>161</b>, <b>162</b>, <b>163</b>, <b>164</b>, 165, <b>165</b>, <b>168a</b>, <b>202</b>, <b>203</b>, <b>204</b>, <b>205</b>, <b>206</b>, <b>208</b>, 209, <b>209</b>, <b>212a</b>, <b>223</b>, <b>224</b>, <b>225</b>, <b>226</b>, <b>227</b>, <b>228</b>, <b>232a</b>, 279, <b>279</b>, <b>308</b>, <b>311</b>, 313, <b>313</b>, <b>316a</b>, R16–R22, <b>R16</b>, <b>R18</b>, <b>R19</b>, <b>R21</b>, <b>R22</b>, <b>R23</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  28, 137–140, <b>144a</b>, 157–164, <b>168a</b>, 201–208, <b>212a</b>, <b>231a</b>, 265–273, <b>316a</b>, <b>R22</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  45–50, <b>144b–144g</b>, 51–54, <b>168b–168e</b>, 67–74, <b>212b–212g</b>, 77–82, <b>232b–232g</b>, 95–102, <b>282b–282g</b>, 107–112, <b>320b–320g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Cross-Curricular Connections: Empress Theodora / The Hippodrome</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, 50, <b>50</b>, 142, <b>142</b>, 166, <b>166</b>, 210, <b>210</b>, 280, <b>280</b>, 314, <b>314</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RI.7.4	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>45, 77, 78, 81, 83, 85, 85, 137, 138, 139, 141, 141, 144a, 157, 162, 193, 196, 197, 197, 200a, 206, 225, 231, 232a, 233, 235, 236, 237, 237, 240a, 312, R16, R23, R23–R29</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  77–84, 137–140, <b>144a</b>, 193–196, <b>200a, 232a</b>, 233–236, <b>240a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  31–34, <b>88b–88e</b>, 45–50, <b>144b–144g</b>, 67–74, <b>212b–212g</b>, 83–86, <b>240b–240e</b>, 95–102, <b>282b–282g</b>, 107–112, <b>320b–320g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Word Choice and Diction</li> <li>• Interpreting Figures of Speech, Allusions, and Connotations</li> <li>• Building Your Vocabulary</li> <li>• Technical Vocabulary</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  86, <b>86</b>, 142, <b>142</b>, 166, <b>166</b>, 190, <b>190</b>, 198, <b>198</b>, 238, <b>238</b></p>

<b>CCSS Standards</b>		<b>HMH Collections (TE pages in BOLD)</b>
RI.7.5	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>20, 21, 22, 23, 23, 24, 25, 26, 27, 27, 29, 29, 30, 30, 77, 78, 81, 83, 85, 85, 88a, 157, 158, 159, 160, 161, 162, 163, 164, 165, 165, 168a, 186, 187, 188, 189, 189, 192a, 193, 197, 197, 201, 203, 204, 207, 208, 209, 209, 212a, 221, 223, 224, 225, 226, 229, 229, 240a, 271, 275, 276, 277, 278, 278, 282a, 307, 308, 310, 311, 313, 313, 316a, R16–R22, R16–R22, R16, R18, R19, R21, R22, R23, R26, R23–R29</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  20–22, 24–26, 77–84, <b>88a</b>, 157–164, <b>168a, 192a</b>, 193–196, <b>212a</b>, 221–228, <b>240a</b>, 265–273, <b>282a, 316a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  13–16, <b>30b–30e</b>, 31–34, <b>88b–88e</b>, 51–54, <b>168b–168e</b>, 67–74, <b>212b–212g</b>, 77–82, <b>232b–232g</b>, 95–102, <b>282b–282g</b>, 107–112, <b>320b–320g</b></p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b>  • Cross-Curricular Connections: The Black Death</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  23, <b>23</b>, 27, <b>27</b>, 29, <b>29</b>, 30, <b>30</b>, 86, <b>86</b>, 166, <b>166</b>, 190, <b>190</b>, 198, <b>198</b>, 210, <b>210</b>, 230, <b>230</b>, 238, <b>238</b>, 278, <b>278</b>, 314, <b>314</b></p>

<b>CCSS Standards</b>		<b>HMH Collections (TE pages in BOLD)</b>
RI.7.6	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, <b>30a</b>, <b>43</b>, <b>44</b>, <b>47</b>, <b>48</b>, 49, <b>49</b>, <b>52a</b>, <b>185</b>, <b>186</b>, <b>267</b>, <b>268</b>, <b>269</b>, <b>271</b>, <b>273</b>, 274, <b>274</b>, <b>275</b>, <b>276</b>, 279, <b>279</b>, <b>282a</b>, <b>308</b>, <b>309</b>, <b>312</b>, 313, <b>313</b>, R23–R29, <b>R23</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  19–22, 24–26, 28, <b>30a</b>, 43–48, <b>52a</b>, <b>282a</b>, 265–273, 275–277, 307–312</p> <p><b>Close Reader/Teacher’s Edition:</b>  45–50, <b>144b–144g</b>, 95–102, <b>282b–282g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, 50, <b>50</b>, 166, <b>166</b>, 210, <b>210</b>, 274, <b>274</b>, 280, <b>280</b>, 314, <b>314</b>, 320, <b>320</b></p>
<b>Integration of Knowledge and Ideas</b>		
RI.7.7	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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>192a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  185–188, <b>192a</b>, 317–318</p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Comparing Text and Media</li> <li>• Comparing Informational Text to an Audio Version</li> </ul> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  190, <b>190</b>, 320, <b>320</b></p>

<b>CCSS Standards</b>		<b>HMH Collections (TE pages in BOLD)</b>
RI.7.8	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>24, 25, 26, 27, 27, 30, 30, 186, 187, 188, 189, 189, 192a, 193, 194, 195, 196, 197, 197, 316a, R23–R29, R3, R4, R6, R8, R9</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  24–26, 185–188, <b>192a</b>, 193–196, <b>316a</b>  <b>Close Reader/Teacher’s Edition:</b>  13–16, <b>30b–30e</b>, 63–66, <b>192b–192e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  27, <b>27</b>, 30, <b>30</b>, 190, <b>190</b>, 198, <b>198</b>, 238, <b>238</b>, 314</p>
RI.7.9	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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, <b>30a</b>, 279, <b>279</b>, <b>280</b>, <b>282a</b>, 303, <b>303</b>, <b>306a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  19–22, 24–26, 28, 265–273, 275–277, 283–302, <b>282a</b>, <b>306a</b>  <b>Close Reader/Teacher’s Edition:</b>  95–102, <b>282b–282g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, 280, <b>280</b>, 303, <b>303</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Range of Reading and Level of Text Complexity</b>		
RI.7.10	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.	<p><b>APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>43a</b>, 43–50, <b>43–50</b>, <b>157a</b>, 157–166, <b>157–166</b>, <b>265a</b>, 275–280, <b>275–280</b>, <b>307a</b>, 307–314, <b>307–314</b>, <b>R16</b>, <b>R23</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  13–16, <b>30b–30e</b>, 45–50, <b>144b–144g</b>, 63–66, <b>192b–192e</b>, 67–74, <b>212b–212g</b>, 83–86, <b>240b–240e</b>, 107–112, <b>320b–320g</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What Is a Claim?</li> <li>• Support: Reasons and Evidence</li> <li>• Building Effective Support</li> <li>• Creating a Coherent Argument</li> <li>• Persuasive Techniques</li> <li>• Formal Style</li> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 215–218, <b>215–218</b>, R2–R3, <b>R2</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 154, <b>154</b>, 210, <b>210</b>, <b>215–218</b>, 280, <b>280</b>, 314, <b>314</b>, 334, <b>334</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments  • What Is a Claim?  • Creating a Coherent Argument</p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 215–218, <b>215–218</b>, R2–R3, <b>R2</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 154, <b>154</b>, 210, <b>210</b>, 215–218, <b>215–218</b></p>
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Arguments  • What Is a Claim?  • Support: Reasons and Evidence  Building Effective Support</p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 215–218, <b>215–218</b>, R2–R3, <b>R2</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 154, <b>154</b>, 210, <b>210</b>, 215–218, <b>215–218</b>, 230, <b>230</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Arguments</p> <ul style="list-style-type: none"> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 215–218, <b>215–218</b>, R2–R3, <b>R2</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 154, <b>154</b>, 210, <b>210</b>, 215–218, <b>215–218</b></p>
W.7.1d	Establish and maintain a formal style.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Arguments</p> <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 215–218, <b>215–218</b>, R2–R3, <b>R2</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 154, <b>154</b>, 210, <b>210</b>, 215–218, <b>215–218</b></p>
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Arguments</p> <ul style="list-style-type: none"> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 215–218, <b>215–218</b>, R2–R3, <b>R2</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 154, <b>154</b>, 210, <b>210</b>, 215–218, <b>215–218</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Elaboration</li> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, 179–182, 259–262, 280, 337–340, 341–344, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  42, <b>42</b>, 50, <b>50</b>, 126, <b>126</b>, 131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 190, <b>190</b>, 214, <b>214</b>, 230, <b>230</b>, 248, <b>248</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Using Graphics and Multimedia</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, 337–340, <b>337–340</b>, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Organizing Ideas</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts  • Precise Language and Vocabulary</p> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>
W.7.2e	Establish and maintain a formal style.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Informative Texts  • Formal Style</p> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 337–340, <b>337–340</b>, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 131–134, <b>131–134</b>, 179–182, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, R4-R5</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 131–134, <b>131–134</b>, 179–182, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, R4</p>
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Writing Narratives</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 16, <b>16</b>, 36, <b>36</b>, 53–56, <b>53–56</b>, 174, 175–178, <b>175–178</b>, 256, <b>256</b>, 304, <b>304</b>, 325, <b>325</b>, R6–R7, R6</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b>, 174, 175–178, <b>175–178</b>, 256, <b>256</b>, 304, <b>304</b>, 325, <b>325</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7, <b>R6</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  53–56, <b>53–56</b>, 175–178, <b>175–178</b></p>
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  53–56, <b>53–56</b>, 175–178, <b>175–178</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
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.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing Narratives • Narrative Structure <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 175–178, <b>175–178</b> , R6–R7  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 175–178, <b>175–178</b>
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing Narratives • The Language of Narrative <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 175–178, <b>175–178</b> , R6–R7  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 175–178, <b>175–178</b>
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing Narratives • Narrative Structure <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 175–178, <b>175–178</b> , R6–R7  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 175–178, <b>175–178</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Production and Distribution of Writing</b>		
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.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing as a Process  • Task, Purpose, and Audience</p> <p><b>Student Edition/Teacher’s Edition:</b>  53–56, <b>53–56</b>, 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 131–134, <b>131–134</b>, 175–178, <b>175–178</b>, 179–182, <b>179–182</b>, 215–218, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b>, R2–R3, <b>R2</b>, <b>R4–R5</b>, <b>R4</b>, <b>R6–R7</b>, <b>R6</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, <b>30a</b>, 53–56, <b>53–56</b>, 57–60, <b>57–60</b>, 126, <b>126</b>, 127–130, <b>127–130</b>, 131–134, <b>131–134</b>, 154, <b>154</b>, 175–178, <b>175–178</b>, 179–182, <b>179–182</b>, 210, <b>210</b>, 215–218, 248, <b>248</b>, 256, <b>256</b>, 259–262, <b>259–262</b>, 304, <b>304</b>, 314, <b>314</b>, 325, <b>325</b>, 334, <b>334</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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 on page 52.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Writing as a Process</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Task, Purpose, and Audience</li> <li>• Planning and Drafting</li> <li>• Revising and Editing</li> </ul> Trying a New Approach <p><b>Student Edition/Teacher’s Edition:</b>  53–56, <b>53–56</b>, 127–130, <b>127–130</b>, 175–178, <b>175–178</b>, 179–182, <b>179–182</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  36, <b>36</b>, 53–56, <b>53–56</b>, 127–130, <b>127–130</b>, 175–178, <b>175–178</b>, 179–182, <b>179–182</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b>, 304, <b>304</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.6	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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Producing and Publishing with Technology</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Writing for the Internet</li> <li>• Interacting with Your Online Audience</li> <li>• Using Technology to Collaborate</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  30, <b>30</b>, <b>30a</b>, 50, <b>52b</b>, 92, <b>92</b>, 131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 230, <b>230</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Research to Build and Present Knowledge</b>		
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <ul style="list-style-type: none"> <li>Conducting Research</li> <li>• Introduction</li> <li>• Starting Your Research</li> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Conducting Field Research</li> <li>• Using the Internet for Research</li> <li>• Taking Notes</li> <li>• Refocusing Your Inquiry</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Synthesizing Information</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  166, <b>166</b>, 190, <b>190</b>, 198, <b>198</b>, 215–218, <b>215–218</b>, <b>230</b>, 259–262, <b>259–262</b>,  337–340, <b>337–340</b>, R8–R9, <b>R8</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  36, <b>36</b>, 86, <b>86</b>, <b>88a</b>, 166, <b>166</b>, 190, <b>190</b>, 198, <b>198</b>, 215–218, <b>215–218</b>, <b>230</b>,  259–262, <b>259–262</b>, 337–340, <b>337–340</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Using the Internet for Research</li> </ul> <p>Evaluating Sources</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>52b, 57–60, 57–60, 88a, 190, 190, 198, 198, 210, 210, 215–218, 215–218, 230, 259–262, 259–262, 280, 337–340, 337–340, R8–R11, R8</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 190, <b>190</b>, 198, <b>198</b>, 210, <b>210</b>, 215–218, <b>215–218</b>, <b>230</b>, 259–262, <b>259–262</b>, <b>280</b>, 337–340, <b>337–340</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <p>Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Taking Notes</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Synthesizing Information</li> <li>• Summarizing, Paraphrasing, and Quoting</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 69, <b>69</b>, 108, <b>108</b>, 126, <b>126</b>, 127–130, <b>127–130</b>, 142, 179–182, 214, <b>214</b>, 304, <b>304</b>, 314, 334, <b>334</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 57–60, <b>57–60</b>, 127–130, <b>127–130</b>, 179–182</p>
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”).	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 108, <b>108</b>, 126, <b>126</b>, 127–130, <b>127–130</b>, 179–182, <b>179–182</b>, 214, <b>214</b>, 334, <b>334</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 127–130, <b>127–130</b>, 179–182, <b>179–182</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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”).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 314, <b>314</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 314, <b>314</b>
<b>Range of Writing</b>		
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.	<b>INSTRUCTION/APPLICATION</b> <b>Interactive Lessons:</b> Writing as a Process • Task, Purpose, and Audience Writing Arguments Writing Informative Texts Writing Narratives Using Textual Evidence  <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 57–60, <b>57–60</b> , 127–130, <b>127–130</b> , 131–134, <b>131–134</b> , 175–178, <b>175–178</b> , 179–182, <b>179–182</b> , 215–218, <b>215–218</b> , 259–262, <b>259–262</b> , 337–340, <b>337–340</b> , 341–344, <b>341–344</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 50, <b>50</b> , 53–56, <b>53–56</b> , 57–60, <b>57–60</b> , 126, <b>126</b> , 127–130, <b>127–130</b> , 131–134, <b>131–134</b> , 154, <b>154</b> , 174, <b>174</b> , 175–178, <b>175–178</b> , 179–182, <b>179–182</b> , 210, <b>210</b> , 215–218, <b>215–218</b> , 248, <b>248</b> , 256, <b>256</b> , 259–262, <b>259–262</b> , 304, <b>304</b> , 314, <b>314</b> , 325, <b>325</b> , 334, <b>334</b> , 337–340, <b>337–340</b> , 341–344, <b>341–344</b>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparing for Discussion</li> <li>• Establishing and Following Procedure</li> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>  14, <b>14</b>, 28, <b>28</b>, 34, <b>34</b>, 40, <b>40</b>, <b>42a</b>, 43, <b>43</b>, 48, <b>48</b>, 67, <b>67</b>, 74, <b>74</b>, 76, <b>76</b>, 84, <b>84</b>, 91, <b>91</b>, 106, <b>106</b>, 124, <b>124</b>, 140, <b>140</b>, 146, <b>146</b>, 148, <b>148</b>, 152, <b>152</b>, 172, <b>172</b>, <b>174a</b>, 188, <b>188</b>, <b>192a</b>, 196, <b>196</b>, 198, <b>198</b>, <b>200a</b>, 208, <b>208</b>, 213, <b>213</b>, 228, <b>228</b>, 236, <b>236</b>, 238, <b>238</b>, 245, <b>245</b>, 254, <b>254</b>, 277, <b>277</b>, 302, <b>302</b>, 312, <b>312</b>, 318, <b>318</b>, 323, <b>323</b>, 332, <b>332</b>, 341–344, <b>341–344</b>, R12–R13, <b>R2</b></p> <p><b>Close Reader/Teacher's Edition:</b>  3–12, <b>18b–18i</b>, 13–16, <b>30b–30e</b>, 25–30, <b>70b–70g</b>, 45–50, <b>144b–144g</b>, 51–54, <b>168b–168e</b>, 63–66, <b>192b–192e</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher's Edition:</b>  76, <b>76</b>, 148, <b>148</b>, <b>174a</b>, <b>192a</b>, 198, <b>198</b>, <b>200a</b>, 238, <b>238</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Preparing for Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 14, <b>14</b>, 28, <b>28</b>, 172, <b>172</b>, 318, <b>318</b>, 198, 238, 341–344, <b>341–344</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b> 3–12, <b>18b–18i</b>, 13–16, <b>30b–30e</b>, 25–30, 45–50, 51–54, <b>70b–70g</b>, <b>144b–144g</b>, <b>168b–168e</b>, 63–66, <b>192b–192e</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 76, <b>76</b>, 341–344, <b>341–344</b></p>
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Establishing and Following Procedure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 198, 238, 341–344, <b>341–344</b>, R12–R13</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 76, <b>76</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.7.1c	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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>  198, 238, 341–344, <b>341–344</b>, R12–R13</p> <p><b>Close Reader/Teacher's Edition:</b>  3–12, <b>18b–18i</b>, 13–16, <b>30b–30e</b>, 25–30, <b>70b–70g</b>, 45–50, <b>144b–144g</b>, 51–54, <b>168b–168e</b>, 63–66, <b>192b–192e</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher's Edition:</b>  76, <b>76</b>, 341–344, <b>341–344</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 198, 238, 341–344, <b>341–344</b>, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b> 51–54, <b>168b–168e</b>, 63–66, <b>192b–192e</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 76, <b>76</b>, 341–344, <b>341–344</b></p>
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b> Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Analyzing a Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> <b>20, 21, 22, 23, 23, 29, 29, 30, 30, 90, 90, 91, 91, 92a</b>, 319, <b>319, 320a</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> <b>23, 23, 29, 29, 30, 30, 92, 92</b>, 126, <b>126, 320, 320</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Identifying a Speaker’s Claim</li> <li>• Tracing a Speaker’s Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  23, <b>23</b>, 29, <b>29</b>, 30, <b>30</b>, 190, <b>190</b>, <b>192a</b>, <b>200a</b>, R14–R15, <b>R14</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  23, <b>23</b>, 29, <b>29</b>, 30, <b>30</b>, 320, <b>320</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Presentation of Knowledge and Ideas</b>		
SL.7.4	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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b></p> <p>Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> <li>• Delivering Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  16, <b>16</b>, 42, <b>42</b>, 57–60, <b>57–60</b>, 131–134, <b>131–134</b>, 175–178, <b>175–178</b>, 179–182, <b>179–182</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b>, 280, <b>280</b>, 320, <b>320</b>, R14–R15</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Participating in a Collaborative Discussion</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 76, <b>76</b>, 86, <b>86</b>, 131–134, <b>131–134</b>, 154, <b>154</b>, 166, <b>166</b>, 175–178, <b>175–178</b>, 179–182, <b>179–182</b>, 198, <b>198</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b>, 280, <b>280</b>, 320, <b>320</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Using Media in a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Media: Audio, Video, and Images</li> <li>• Using Presentation Software</li> <li>• Building and Practicing Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 92, <b>92</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b>, 320, <b>320</b></p>
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 on page 52 for specific expectations.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Interactive Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> </ul> <p>Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Style in Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, <b>70a</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  57–60, <b>57–60</b>, 69, <b>69</b>, 76, <b>76</b>, 148, <b>148</b>, 215–218, <b>215–218</b>, 259–262, <b>259–262</b>, 280, <b>280</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 18, 52, <b>52</b> , 88, <b>88</b> , 156, <b>156</b> , 168, <b>168</b> , 200, <b>200</b> , 212, <b>212</b> , 240, <b>240</b> , 306, <b>306</b> , 316, <b>316</b> , 326, <b>326</b> , 336, <b>336</b> , R30–R54, <b>R30, R38, R40</b>
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 18, <b>18</b> , 52, <b>52</b> , 88, <b>88</b> , 168, <b>168</b> , 200, <b>200</b> , 212, <b>212</b> , 240, <b>240</b> , 306, <b>306</b> , 326, <b>326</b> , R30, R47–R50, <b>R38, R40, R50</b>
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 18, 18, 156, <b>156</b> , R30, <b>R30</b> , R32, R44–R45, R46, R50–R51
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 316, <b>316</b> , 326, <b>326</b> , 336, <b>336</b> , R30, <b>R30</b> , R44–R45, <b>R46</b> , R47–R50
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 38, <b>38</b> , 110, <b>110</b> , 192, <b>192</b> , 258, <b>258</b> , 282, <b>282</b> , R30, <b>R30</b> , R33–R36, R60–R63 <b>Standards Support and Enrichment</b> • Missing or Misplaced Commas • Spelling
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> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 38, <b>38</b> , R30, <b>R30</b> <b>Standards Support and Enrichment</b> • Missing or Misplaced Commas



CCSS Standards		HMH Collections (TE pages in BOLD)
L.7.2b	Spell correctly.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 110, <b>110</b> , 258, <b>258</b> , R30, <b>R30</b> , R55, <b>R55</b> , R60–R63 <b>Standards Support and Enrichment</b> • Spelling
<b>Knowledge of Language</b>		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 57–60, <b>57–60</b> , 144, <b>144</b> , 192, 232, <b>232</b> , R30, <b>R30</b> <b>Standards Support and Enrichment</b> • Using Precise Words • Revising Padded and Empty Sentences • Revising Stringy and Overloaded Sentences
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 53–56, <b>53–56</b> , 57–60, <b>57–60</b> , 144, <b>144</b> , 232, <b>232</b> <b>Standards Support and Enrichment</b> • Using Precise Words • Revising Padded and Empty Sentences • Revising Stringy and Overloaded Sentences

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Vocabulary Acquisition and Use</b>		
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  17, <b>17</b>, 37, <b>37</b>, 51, <b>51</b>, 70, <b>70</b>, <b>78</b>, <b>81</b>, 87, <b>87</b>, 109, <b>109</b>, <b>117</b>, 155, <b>155</b>, 167, <b>167</b>, 191, <b>191</b>, 199, <b>199</b>, <b>206</b>, <b>211</b>, 211, <b>212a</b>, 231, <b>231</b>, 239, <b>239</b>, 257, <b>257</b>, 281, <b>281</b>, 315, <b>315</b>, 335, <b>335</b>, R55, <b>R55</b>, R57, R59</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Multiple-Meaning Words</li> <li>• Tracing Etymologies</li> <li>• Building Your Vocabulary</li> <li>• Using Reference Aids</li> </ul>
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  17, <b>17</b>, 51, <b>51</b>, <b>78</b>, <b>81</b>, 87, <b>87</b>, 109, <b>109</b>, <b>117</b>, 191, <b>191</b>, <b>206</b>, <b>212a</b>, 231, <b>231</b>, 315, <b>315</b>, R55–R56, <b>R55</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Multiple-Meaning Words</li> </ul>
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  17, <b>17</b>, 37, <b>37</b>, 70, <b>70</b>, 87, <b>87</b>, 167, <b>167</b>, 109, <b>109</b>, 199, <b>199</b>, 211, <b>211</b>, 281, <b>281</b>, R55, <b>R55</b>, R56–R57</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.7.4c	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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 17, 87, <b>87</b>, 109, <b>109</b>, <b>117</b>, 155, <b>155</b>, 191, <b>191</b>, 211, <b>211</b>, <b>212a</b>, 315, <b>315</b>, 335, <b>335</b>, R55, <b>R55</b>, R59–R60</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Tracing Etymologies</li> <li>• Building Your Vocabulary</li> <li>• Using Reference Aids</li> </ul>
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).	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 70, <b>70</b>, 191, <b>191</b>, <b>212a</b>, 239, <b>239</b>, 257, <b>257</b>, 281, <b>281</b>, 315, <b>315</b>, R55, <b>R55</b>, R59–R60</p>
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 51, <b>51</b>, 109, <b>109</b>, 143, <b>143</b>, 239, <b>239</b>, <b>289</b>, <b>299</b>, 305, <b>305</b>, R55–R59, <b>R55</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Interpreting Figures of Speech, Allusions, and Connotations</li> <li>• Simile and Metaphor</li> <li>• Personification</li> <li>• Allusions</li> <li>• Synonyms and Antonyms</li> <li>• Analogies</li> <li>• Connotation and Denotation</li> </ul>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 143, <b>143</b>, R55, <b>R55</b></p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Interpreting Figures of Speech, Allusions, and Connotations</li> <li>• Simile and Metaphor</li> <li>• Personification</li> <li>• Allusions</li> </ul>
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 109, <b>109</b>, <b>203</b>, 239, <b>239</b>, 305, <b>305</b>, R55, <b>R55</b>, R58–R59</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Synonyms and Antonyms</li> <li>• Analogies</li> </ul>
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 51, <b>51</b>, R55, <b>R55</b>, R58</p> <p><b>Standards Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>• Connotation and Denotation</li> </ul>
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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 2, <b>2</b>, <b>8</b>, <b>20</b>, <b>24</b>, <b>33</b>, <b>47</b>, 53, <b>53</b>, 57, <b>57</b>, 62, <b>62</b>, <b>65</b>, <b>72</b>, <b>78</b>, <b>91</b>, <b>94</b>, 109, <b>109</b>, <b>115</b>, 127, <b>127</b>, 136, <b>136</b>, <b>139</b>, <b>152</b>, <b>161</b>, 167, <b>167</b>, 175, <b>175</b>, 179, <b>179</b>, 184, <b>184</b>, <b>187</b>, 199, <b>199</b>, <b>203</b>, 211, <b>211</b>, 215, <b>215</b>, 220, <b>220</b>, <b>225</b>, 231, <b>231</b>, <b>235</b>, 239, <b>239</b>, <b>242</b>, <b>252</b>, <b>255</b>, 257, <b>257</b>, 259, <b>259</b>, 264, <b>264</b>, <b>269</b>, <b>286</b>, <b>309</b>, 315, <b>315</b>, <b>318</b>, <b>322</b>, <b>330</b>, 335, <b>335</b>, 337, <b>337</b>, 341, <b>341</b>, R55, <b>R55</b>, R55–R63, <b>R55–R63</b></p>