

<p align="center"><b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 7</b></p>	<p align="center"><b>Vocabu-Lit Level G</b></p>
<p><b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p>	
<p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>22, 48, 74, 100, 126, 135, 139, 152</p>
<p>(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</p>	<p>2-3, 5-8, 10-12, 14-16, 18-19, 21, 28-30, 32-37, 40-45, 54-56, 58-59, 61-64, 66-67, 70-73, 80-82, 84-85, 88-89, 91-93, 96-97, 106-108, 110-112, 114-116, 118-119, 121-124, 132-133, 135-138, 140-141, 143-145, 148-150</p>
<p>(C) complete analogies that describe part to whole or whole to part;</p>	<p>5, 13, 35, 47, 57, 65, 73, 83, 91, 95, 99, 113, 125, 139, 151</p>
<p>(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and</p>	<p>135, 143</p>
<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>3, 7, 11, 15, 19, 29, 33, 37, 41, 45, 47, 55, 59, 63, 65, 67, 71, 81, 83, 85, 89, 93, 97, 99, 107, 111, 115, 119, 123, 133, 137, 141, 145, 149</p>
<p><b>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p>	

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<p>(A) write an imaginative story that: sustains reader interest; includes well-paced action and an engaging story line, creates a specific, believable setting through the use of sensory details; develops interesting characters; and uses a range of literary strategies and devices to enhance the style and tone;</p>	<p>13, 47, 61, 69, 91, 95, 135</p>
<p><b>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</b></p>	<p>13, 17, 73, 87, 91, 121, 139, 143</p>
<p><b>(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	
<p>(A) write a multi-paragraph essay to convey information about a topic that: presents effective introductions and concluding paragraphs, contains a clearly stated purpose or controlling idea, is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies, accurately synthesizes ideas from several sources; and uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.</p>	<p>5, 9, 13, 17, 21, 31, 35, 43, 47, 53, 57, 65, 69, 73, 83, 91, 95, 99, 109, 113, 117, 125, 143, 147, 151</p>
<p><b>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</b></p>	
<p>(A) establishes a clear thesis or position; considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p>	<p>9, 35, 39, 43, 57, 113</p>
<p><b>(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p>	
<p>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>	<p>31, 39, 69, 73</p>

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(B) categorize information thematically in order to see the larger constructs inherent in the information;	31, 39, 69, 73
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	31, 39, 69, 73
<b>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>	
(A) narrow or broaden the major research question, if necessary, based on further research and investigation	31, 39, 47, 65, 69, 73, 113, 117, 131