

Standards Correlation

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	SB/TWE: 23–24, 41, 59–60, 106–107, 209, 222, 320, 330, 350, 407, 435 TWE only: 94
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	SB/TWE: 59, 94 TWE only: 13, 34, 200, 264, 308
(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	SB/TWE: 209 TWE only: 76, 128, 211, 425
(D) engage in meaningful discourse and provide and accept constructive feedback from others.	SB/TWE: 17, 36, 55, 71, 93, 106, 131, 145, 164, 183, 201, 222, 239, 255, 278, 292, 309, 330, 350, 370, 386, 403, 417, 435 See Speaking and Listening activities throughout the book.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	SB/TWE: 8–9, 15–17, 29–30, 46–47, 64–65, 81, 118–119, 131–132, 138–139, 145–148, 157, 176–177, 195, 232, 249–250, 268, 286, 304, 340, 363–364, 380, 394–395, 411–412, 422–424 TWE only: 10, 31, 48, 66, 83, 99, 120, 140, 159, 178, 197, 214, 234, 251, 270, 274, 288, 306, 311, 324, 342, 365, 371, 382, 396, 413, 429
(B) use context such as contrast or cause and effect to clarify the meaning of words; and	SB/TWE: 8–9, 15–17, 29–30, 46–47, 64–65, 81, 118–119, 131–132, 138–139, 145–148, 157, 176–177, 195, 232, 249–250, 268, 286, 304, 340, 363–364, 380, 394–395, 411–412, 422–424 TWE only: 10, 31, 48, 66, 83, 99, 120, 140, 159, 178, 197, 214, 234, 251, 270, 274, 288, 306, 311, 324, 342, 365, 371, 382, 396, 413, 429
(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>omni</i> , <i>log/logue</i> , <i>gen</i> , <i>vid/vis</i> , <i>phil</i> , <i>luc</i> , and <i>sens/sent</i> .	SB/TWE: 20–22 TWE only: 8, 117, 231
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	SB/TWE: In each chapter, students read a text three times, increasing their fluency with the text with each read. For examples, see pages 10, 15, 17, 31, 36, 38, etc.

Guide to Abbreviations: **SB** = student book; **TWE** = teacher wraparound edition

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(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	SB/TWE: See On Your Own: Integrating Ideas in each chapter. For examples, see pages 42, 134, 154, 211, etc.
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	SB/TWE: For each of the three reads of a text, a purpose for reading is established. For examples, see pages 10, 15, 17, 31, 36, 38, etc. TWE only: 3
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	SB/TWE: 6, 10, 36, 48, 66, 83, 120 TWE only: xvii, xviii, 3
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	SB/TWE: 293, 369 TWE only: 3, 276, 382, 401
(D) create mental images to deepen understanding;	SB/TWE: 72, 370, 380–381, 413 TWE only: 3, 418
(E) make connections to personal experiences, ideas in other texts, and society;	SB/TWE: 91–92, 162, 165, 181, 299, 308, 371–374 TWE only: xvii, 295
(F) make inferences and use evidence to support understanding;	SB/TWE: 39, 47, 48–52, 56–57, 61, 62, 63, 79, 112, 120–125, 135, 136, 159–164, 175, 197–202, 206, 212, 288–293, 365–369, 378, 379, 392, 400, 401–403, 409, 438, 440 TWE only: 31, 38, 56, 66, 73, 121, 149, 160, 183, 198, 204, 386, 418
(G) evaluate details read to determine key ideas;	SB/TWE: 17, 28, 44, 78, 80, 83–86, 125–126, 136, 178–183, 192, 226, 234–239, 248, 251–255, 265, 267, 272, 285, 303, 323, 334, 337, 360, 368, 379, 392 TWE only: 83, 89, 125, 141, 145, 164, 166, 179, 185, 198, 235, 239, 251, 271, 343, 350, 366, 371, 382, 397, 401, 413, 418, 421
(H) synthesize information to create new understanding; and	SB/TWE: 113–116, 127–131, 137, 178–183, 192, 229–230, 234–239, 274–278, 278–280, 285, 311–317, 322, 338, 349, 350–356, 357–358, 361, 371–374, 379, 440–442 TWE only: 127, 276, 278
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	SB/TWE: 6; Within each chapter, students read a text three times as they ask questions and annotate the text. For example see pages 10, 15, 17, 31, 36, 38, etc. TWE only: 3, 306

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(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	SB/TWE: 46, 62, 233, 299, 308 TWE only: xvii, 295
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	SB/TWE: 89–92, 98, 127–131, 274–278, 278–280, 338, 350–356, 361, 371–374
(C) use text evidence to support an appropriate response;	SB/TWE: 26–28, 43, 44, 47, 52, 61–63, 69, 74, 78–80, 96–98, 110, 112, 123, 125–126, 135, 136, 137, 148, 156, 174, 175, 184, 192, 193, 197–202, 212, 213, 226, 227, 229, 248, 267, 284, 285, 302, 303, 334, 335, 346, 360, 376, 378, 379, 392, 409, 410, 428
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	SB/TWE: 10–15, 27, 44, 58, 66–71, 110, 253, 274, 407, 439 TWE only: 84, 370
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	SB/TWE: 6; Within each chapter, students read a text three times as they ask questions and annotate the text. For example see pages 10, 15, 17, 31, 36, 38, etc. TWE only: xvii, 295
(F) respond using newly acquired vocabulary as appropriate;	SB/TWE: 13, 16–17, 23, 24, 55, 88, 148
(G) discuss and write about the explicit or implicit meanings of text;	SB/TWE: 13, 34, 44, 45, 51, 55, 62, 88, 98, 292, 417 TWE only: 11, 49
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	SB/TWE: 8, 30, 46, 64, 82, 99, 118, 138, 158, 176, 196, 214, 232, 249, 268, 286, 304, 324, 340, 363, 380, 394, 411, 429
(I) reflect on and adjust responses as new evidence is presented.	SB/TWE: 37, 258, 320–321 TWE only: 320
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer multiple themes within and across texts using text evidence;	SB/TWE: 36–37, 295–298, 301, 386–387, 417
(B) analyze how characters' qualities influence events and resolution of the conflict;	SB/TWE: 31–36, 202–203, 213
(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	SB/TWE: 31–36, 202–203, 213, 416, 427 TWE only: 368, 387
(D) analyze how the setting influences character and plot development.	SB/TWE: 79, 202–203, 293–294, 302, 303, 337, 342–347, 360, 362, 396–401 TWE only: 198, 202, 288, 293, 403

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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	SB/TWE: 358–359 TWE only: 36, 53
(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	SB/TWE: 255–256, 257–259 TWE only: 250, 261
(C) analyze how playwrights develop characters through dialogue and staging;	SB/TWE: 418–421, 421–422, 428
(D) analyze characteristics and structural elements of informational text, including:	SB/TWE: 6, 53–55, 164–165, 174, 183–184, 193 TWE only: xvi, 484, 495
(i) the controlling idea or thesis with supporting evidence;	SB/TWE: 40–45, 155, 174, 225, 226, 239–241, 247, 270–274, 284, 285, 334, 336 TWE only: 53
(ii) features such as references or acknowledgements; and	SB/TWE: TWE only: 11, 18
(iii) organizational patterns that support multiple topics, categories, and subcategories;	SB/TWE: 53–55, 164–165, 174, 227, 239–241, 247
(E) analyze characteristics and structures of argumentative text by:	SB/TWE: 17–20, 27, 53–55, 83–86, 86–88, 89–93, 97, 148–150, 185–187, 193, 229, 323 TWE only: 307, 312
(i) identifying the claim;	
(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	SB/TWE: 17–20, 27, 53–55, 83–86, 86–88, 89–93, 96, 97, 148–150, 185–187, 194, 306–309, 311–317, 322, 323 TWE only: 18, 185, 241, 307, 312
(iii) identifying the intended audience or reader; and	SB/TWE: 159, 162–164, 310–311 TWE only: 93
(F) analyze characteristics of multimodal and digital texts.	SB/TWE: 127–131, 274–278, 284 TWE only: 18, 94
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	SB/TWE: 36–37, 45, 76–77, 83–86, 97, 166–167, 175, 183–184, 228, 241–242, 295–298, 302, 309–311, 311–317, 337, 386–387, 392, 413–417, 422, 427 TWE only: 15
(B) analyze how the use of text structure contributes to the author's purpose;	SB/TWE: 53–55, 164–165, 174, 183–184, 193, 227, 239–241, 247, 257–259, 266, 382–386, 393, 421–422, 428 TWE only: 15, 257

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(C) analyze the author’s use of print and graphic features to achieve specific purposes;	SB/TWE: 17, 53–55, 164–166
(D) describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes;	SB/TWE: 71–72, 76–77, 98, 145–148, 370–371, 387–388 TWE only: 347
(E) identify the use of literary devices, including subjective and objective point of view;	SB/TWE: 38–39, 72–74, 112, 204–206, 213, 259–261, 266, 347–350, 360, 409, 410 TWE only: 38, 255
(F) analyze how the author’s use of language contributes to mood, voice, and tone; and	SB/TWE: 56–57, 62, 74, 145–148, 156, 175, 184, 227, 228, 255–256, 266, 309–311, 370–371, 387–388, 389, 403–405, 410, 438 TWE only: 71, 183, 309, 370
(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	SB/TWE: 309–311 TWE only: 84, 86, 187
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	SB/TWE: 99–104, 215, 218–220, 325–328, 430–433
(B) develop drafts into a focused, structured, and coherent piece of writing by:	SB/TWE: 24–25, 76, 113–116, 229, 338, 440
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	SB/TWE: 41, 105, 107, 152, 220, 221, 329, 433–434
(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	SB/TWE: 41, 105, 152, 221, 329, 434
(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	SB/TWE: 24–25, 41, 57, 106–108, 152, 206–208, 212, 222–224, 330–332, 389–390, 406–407, 435–436
(D) edit drafts using standard English conventions, including:	SB/TWE: 24–25, 41, 76, 107–108, 113–116, 152, 167–168, 175, 222–224, 229, 331–332, 338, 435–436, 440 TWE only: 151, 168, 189
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	SB/TWE: 57–58
(ii) consistent, appropriate use of verb tenses;	SB/TWE: 93, 281, 285
(iii) conjunctive adverbs;	SB/TWE:

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(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	SB/TWE:
(v) pronoun-antecedent agreement;	SB/TWE:
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	SB/TWE: 187, 193
(vii) correct capitalization;	SB/TWE: 356–357
(viii) punctuation, including commas to set off words, phrases, clauses, and semicolons; and	SB/TWE: 40, 151, 156, 243–244, 248, 317, 322
(ix) correct spelling , including commonly confused terms such as <i>its/it's</i> , <i>affect/effect</i> , <i>there/their/they're</i> , and <i>to/two/too</i> ; and	SB/TWE: 374
(E) publish written work for appropriate audiences.	SB/TWE: 108, 224, 332, 436
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	SB/TWE: 41, 245–246, 261–262, 300, 324–332, 358, 407, 425
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	SB/TWE: 76–77, 113–114, 132–133, 170–171, 172–173, 209, 214–224, 229–230, 347, 357–358, 374, 376, 429–436, 440–441
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	SB/TWE: 24–25, 99–108, 281–282, 299, 338, 377
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	SB/TWE: 94–95, 244–245
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	SB/TWE: 170–171, 215, 218, 430
(B) develop and revise a plan;	SB/TWE: 94, 190, 191, 215, 218, 430
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	SB/TWE: 100–102, 170, 215, 218–219, 431
(D) identify and gather relevant information from a variety of sources;	SB/TWE: 59, 94, 103, 153, 170, 171–172, 190, 191, 216–217, 221, 262, 281, 282, 357, 358, 377, 390, 407, 426, 432, 433 TWE only: 21, 30, 33, 36, 48, 55, 58, 67, 71, 75, 82, 117, 119, 122, 139, 143, 145, 148, 158, 161, 166, 177, 181, 183, 191, 196, 199, 339, 344, 357, 371, 384, 387, 403, 407, 418

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(E) differentiate between primary and secondary sources;	SB/TWE: 357, 358, 377 TWE only: 339
(F) synthesize information from a variety of sources;	SB/TWE: 59, 94, 105, 153, 170, 171, 172, 190, 191, 221, 262, 281, 282, 357, 358, 377, 390, 425, 426, 433
(G) differentiate between paraphrasing and plagiarism when using source materials;	SB/TWE: 433 TWE only: 170, 221, 429
(H) examine sources for: (i) reliability, credibility, and bias; and	SB/TWE: 59, 88, 165, 170, 171, 172, 190, 191, 216, 262, 357, 358, 377, 432 TWE only: 84, 103, 166
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	SB/TWE: TWE only: 94, 104
(I) display academic citations and use source materials ethically; and	SB/TWE: 433 TWE only: 221, 434
(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	SB/TWE: 59, 94, 170, 171, 172, 190, 191, 224, 262, 281, 282, 319, 390, 425, 426, 436

Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Introduction to Course				
Close Reading and Annotating Texts, pp. xxii–6		Chapter 31: Close Reading SB: pp. 418–439 TG: p. 290	TWE only: 7.5.B; 7.5.E; 7.5.F; 7.5.G; 7.6.A; 7.6.C; 7.6.E; 7.8.D Writing and Language also covers: 7.5.A; 7.5.B; 7.5.C; 7.5.C; 7.5.D; 7.5.E; 7.5.I; 7.6.A	2 days (3 days with Writing and Language)
Unit 1				
Introduction to Unit 1, p. 7			SB/TWE only: 7.1.D	1 day
Chapter 1	Chapter Opener and First Read, pp. 8–15 (Summarizing a Text)		SB/TWE: 7.1.B; 7.2.A; 7.2.B; 7.2.C; 7.5.B; 7.6.D; 7.6.F; 7.6.G; 7.6.H TWE only: 7.2.A; 7.2.B; 7.6.G; 7.8.D.ii	2–3 days
	Second Read, pp. 15–17 (Understanding Technical Terms)		SB/TWE: 7.1.D; 7.2.A; 7.2.B; 7.5.G; 7.6.F TWE only: 7.9.A; 7.9.B	1 day
	Third Read, pp. 17–20 (Identifying Claims, Reasons, and Details)		SB/TWE: 7.1.D; 7.8.E.i; 7.8.E.ii; 7.9.C TWE only: 7.8.D.ii; 7.8.E.ii; 7.8.F	2 days
	Language: Prefixes, Suffixes, and Root Words, pp. 20–22	Chapter 30: Prefixes and Suffixes SB: pp. 413–416 TG: p. 282	SB/TWE: 7.2.C TWE only: 7.12.D	
	Project-Based Assessment: Roundtable Discussion p. 23 Argumentative Essay, p. 24 On Your Own, p. 25	Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308 Chapter 6: Argumentative Writing SB: pp. 92–117 TG: p. 46	SB/TWE: 7.1.A; 7.1.D; 7.6.F; 7.10.B; 7.10.C; 7.10.D; 7.11.C	*2–4 days per project (3–5 days with Writing and Language)
	Connect to Testing, pp. 26–28		SB/TWE: 7.2.B; 7.5.G; 7.6.C; 7.6.D; 7.8.E.i; 7.8.E.ii	½ day
				Total: 7½ days

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*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Chapter 2	Chapter Opener and First Read, pp. 29–36 (Analyzing Plot and Conflict)		SB/TWE: 7.1.B, 7.1.D; 7.2.A, 7.2.B; 7.6.G, 7.6.H; 7.7.A, 7.7.B, 7.7.C TWE only: 7.2.A, 7.2.B; 7.5.F; 7.12.D	2–3 days
	Second Read, pp. 36–37 (Identifying Theme)		SB/TWE: 7.1.D; 7.5.B; 7.6.I; 7.9.A	1 day
	Third Read, pp. 38–39 (Understanding Point of View)		SB/TWE: 7.5.F; 7.9.E TWE only: 7.5.F; 7.9.E	1 day
	Language: Using Commas To Set Off Nonrestrictive Phrases and Clauses, pp. 39–40	Chapter 27: Commas That Enclose SB: pp. 381–383 TG: p. 251	SB/TWE: 7.10.D.viii	
	Project-Based Assessments: Change the Point of View, pp. 40–41 On Your Own, p. 42	Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 7.1.A, 7.1.D; 7.10.B.i, 7.10.B.ii, 7.10.C, 7.10.D; 7.11.A	*2–4 days per project (4–6 days with Writing and Language)
	Connect to Testing, p. 43–45		SB/TWE: 7.5.G; 7.6.C, 7.6.D, 7.6.G, 7.9.A	½ day
				Total: 5½ days
Chapter 3	Chapter Opener and First Read, pp. 46–52 (Making Inferences)		SB/TWE: 7.2.A, 7.2.B; 7.5.B, 7.5.F; 7.6.A, 7.6.C, 7.6.G, 7.6.H TWE only: 7.2.A, 7.2.B; 7.6.G; 7.12.D	2–3 days
	Second Read, pp. 53–55 (Understanding Structure and Purpose)		SB/TWE: 7.1.D; 7.6.F, 7.6.G; 7.8.D, 7.8.D.iii; 7.9.B, 7.9.C TWE only: 7.8.D.i; 7.12.D	1 days
	Third Read, pp. 56–57 (Determining Point of View)		SB/TWE: 7.5.F; 7.9.F TWE only: 7.5.F	1–2 days
	Language: Sentence Structure, pp. 57–58	Chapter 20: Kinds of Sentence Structure SB: pp. 293–295 TG: p. 176	SB/TWE: 7.6.D; 7.10.C, 7.10.D.i; 7.12.D	
	Project-Based Assessment: Digital Presentation, p. 58 Roundtable Discussion, pp. 59–60 On Your Own, p. 60	Chapter 10: Evaluating Sources SB: pp. 187–188 TG: p. 90 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 7.1.A, 7.1.B, 7.1.D; 7.12.D, 7.12.F, 7.12.H.i, 7.12.J	*2–4 days per project
	Connect to Testing, pp. 61–63		SB/TWE: 7.2.B; 7.5.F; 7.6.C, 7.6.G; 7.9.B, 7.9.F	1 day
				Total: 7 days

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*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Chapter 4	Chapter Opener and First Read, pp. 64–71 (Summarizing Central Ideas)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.B; 7.6.C, 7.6.D, 7.6.H TWE only: 7.2.A, 7.2.B; 7.5.F; 7.12.D	2–3 days
	Second Read, pp. 71–72 (Understanding Figurative Language)		SB/TWE: 7.9.D TWE only: 7.9.F	½ days
	Third Read, pp. 72–74 (Determining Points of View)		SB/TWE: 7.1.D; 7.6.C; 7.9.E TWE only: 7.5.F	2 days
	Language: Connotations and Denotations, pp. 74–75	Chapter 32: Words That Communicate Clearly SB: pp. 456–457 TG: p. 296	SB/TWE: 7.9.F	
	Project-Based Assessments: Pictorial Presentation, p. 75 Literary Analysis, p. 76 On Your Own, p. 77	Chapter 8: Writing About Literary Texts SB: pp. 148–165 TG: p. 74	SB/TWE: 7.6.E; 7.9.A, 7.9.D; 7.10.B, 7.10.D; 7.11.B TWE only: 7.1.C; 7.12.D	*2–4 days per project (4–6 days with Writing and Language)
	Connect to Testing, pp. 78–80		SB/TWE: 7.5.F, 7.5.G; 7.6.C; 7.7.D	1 day
				Total: 6½ days
Chapter 5	Chapter Opener and First Read, pp. 81–86 (Identifying Author’s Purpose)		SB/TWE: 7.2.A, 7.2.B; 7.5.B, 7.5.G; 7.6.H; 7.8.E.i, 7.8.E.ii; 7.9.A TWE only: 7.2.A, 7.2.B; 7.5.G; 7.6.D; 7.12.D; 7.12.H.i	2–3 days
	Second Read, pp. 86–88 (Evaluating an Argument)		SB/TWE: 7.6.F; 7.6.G; 7.8.E.i, 7.8.E.ii TWE only: 7.9.G	1–2 days
	Third Read, pp. 89–92 (Comparing and Contrasting Arguments)		SB/TWE: 7.1.B, 7.1.D; 7.5.E; 7.6.B; 7.8.E.i, 7.8.E.ii TWE only: 7.5.G	2–3 days (3–4 days with Writing and Language)
	Language: Consistent Verb Tenses, p. 93	Chapter 22: Tenses of Verbs SB: pp. 308–310 TG: p. 197	SB/TWE: 7.10.D.ii TWE only: 7.8.E.iii	
	Project-Based Assessments: Awareness Speech, p. 94 Letter to the Editor, p. 94 On Your Own, p. 95	Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308 Chapter 9: Writing Business Letters SB: pp. 171–178 TG: p. 81	SB/TWE: 7.11.D; 7.12.B, 7.12.D, 7.12.F, 7.12.J TWE only: 7.1.A; 7.8.F; 7.12.H.ii	*2–4 days per project (3–5 days with Writing and Language)
	Connect to Testing, pp. 96–98		SB/TWE: 7.6.B, 7.6.C, 7.6.G; 7.8.E.i, 7.8.E.ii; 7.9.A, 7.9.F	1 day
				Total: 9 days (10 days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Writing an Argumentative Essay	Prepare to Write, p. 99 Brainstorm, pp. 100–101 Generate Ideas, pp. 102–104	Chapter 6: Argumentative Writing SB: pp. 93–109 TG: p. 46	SB/TWE: 7.10.A; 7.11.C; 7.12.C, 7.12.D, 7.12.H.i TWE only: 7.2.A, 7.2.B; 7.6.H; 7.12.H.i; 7.12.H.ii	2 days
	Organize Ideas, p. 105 First Draft, p. 105	Chapter 6: Argumentative Writing SB: pp. 106–111 TG: p. 46	SB/TWE: 7.10.B.i, 7.10.B.ii; 7.11.C; 7.12.F	3–4 days
	First Peer Review, p. 106 Second Peer Review, p. 107 Final Peer Review, p. 108 Final Essay, p. 108	Chapter 6: Argumentative Writing SB: pp. 112–117 TG: p. 46	SB/TWE: 7.1.A, 7.1.D; 7.10.B.i, 7.10.C, 7.10.D, 7.10.E; 7.11.C	2–3 days
				Total: 9 days (14 days with Writing and Language)
Assessment	Practice Performance Task, pp. 109–116		SB/TWE: 7.2.B; 7.5.H; 7.6.C, 7.6.D, 7.10.B, 7.10.D; 7.11.B	2 days
	Unit 1 Summative Assessment, TWE pp. 451–459		TWE only: 7.2.B; 7.5.F, 7.5.G; 7.6.C, 7.6.D, 7.6.G; 7.8.E.i, 7.8.E.ii; 7.9.A, 7.9.B, 7.9.D; 7.11.B, 7.11.C	2 days
				Total: 4 days
Unit 1 Total				50½ days (56½ days with Writing and Language)
Unit 2				
Introduction to Unit 2, p. 117			TWE only: 7.1.D; 7.2.C; 7.12.D	½ day
Chapter 6	Chapter Opener and First Read, pp. 118–125 (Making an Inference)		SB/TWE: 7.2.A, 7.2.B; 7.5.B, 7.5.F; 7.6.C, 7.6.H TWE only: 7.2.A, 7.2.B; 7.5.F, 7.5.G; 7.12.D	2 days
	Second Read, pp. 125–126 (Analyzing Point of View)		SB/TWE: 7.5.G; 7.6.C	1 day
	Third Read, pp. 127–131 (Comparing and Contrasting Presentations)		SB/TWE: 7.1.D; 7.5.H; 7.6.B; 7.8.F TWE only: 7.1.C, 7.5.H	1½–2 days (2–3 days with Writing and Language)
	Language: Understanding Context Clues, p. 131	Chapter 32: Context Clues SB: pp. 445–447 TG: p. 296	SB/TWE: 7.2.A, 7.2.B	
	Project-Based Assessment: Introducing Frank Abagnale, pp. 132–133 Character Analysis, pp. 133–134 On Your Own, p. 134		SB/TWE: 7.11.B	*2–4 days per project
	Connect to Testing, p. 135–137		SB/TWE: 7.5.F, 7.5.G, 7.5.H; 7.6.C	½ day
				Total: 6 days (7 days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Chapter 7	Chapter Opener and First Read, pp. 138–145 (Analyzing Central Ideas)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.6.H; 7.8.D.i TWE only: 7.2.A, 7.2.B; 7.5.G; 7.12.D	2–3 days
	Second Read, pp. 146–148 (Determining Word Meanings)		SB/TWE: 7.2.A, 7.2.B; 7.6.F; 7.9.D, 7.9.F	2 days
	Third Read, pp. 148–150 (Evaluating an Argument)		SB/TWE: 7.1.D; 7.8.E.i, 7.8.E.ii TWE only: 7.5.F; 7.12.D	1–2 days
	Language: Using Commas with Coordinate Adjectives, p. 150	Chapter 27: Adjectives Before a Noun SB: p. 377 TG: p. 251	SB/TWE: 7.10.D.viii	
	Project-Based Assessments: Response Essay, p. 152 Draw a Diagram, p. 153 On Your Own, p. 154	Chapter 4: Writing Effective Compositions SB: pp. 61–71 TG: p. 26	SB/TWE: 7.6.E; 7.10.B.i, 7.10.B.ii, 7.10.C, 7.10.D; 7.12.D, 7.12.F	*2–4 days per project (4–6 days with Writing and Language)
	Connect to Testing, pp. 155–156		SB/TWE: 7.2.B; 7.6.C; 7.8.D.i; 7.9.F; 7.10.D.viii	½ day
				Total: 7½ days
Chapter 8	Chapter Opener and First Read, pp. 157–164 (Making an Inference)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.E, 7.5.F; 7.6.H; 7.8.E.iii TWE only: 7.2.A, 7.2.B; 7.5.F, 7.5.G; 7.12.D	2–3 days
	Second Read, pp. 164–165 (Analyzing Text Structure)		SB/TWE: 7.5.E; 7.8.D, 7.8.D.iii; 7.9.B, 7.9.C; 7.12.H.i TWE only: 7.1.D; 7.9.C	1–2 days
	Third Read, pp. 166–167 (Determining Point of View and Purpose)		SB/TWE: 7.9.A TWE only: 7.5.G; 7.12.D, 7.12.H.i	2 days
	Language: Correcting Misplaced Modifiers, pp. 167–169	Chapter 18: As You Revise: Check for Clarity SB: p. 272 TG: p. 158	SB/TWE: 7.10.D	
	Project-Based Assessments: Investigative Report, pp. 170–171 Compare and Contrast Essay, pp. 171–173 On Your Own, p. 173	Chapter 3: Writing Well–Structured Paragraphs SB: pp. 48–55 TG: p. 17 Chapter 10: Inquiry: Initial Research and Development SB: pp. 184–189 TG: p. 90 Chapter 4: Writing Effective Compositions SB: pp. 60–71 TG: p. 26	SB/TWE: 7.11.B; 7.12.A, 7.12.C, 7.12.D, 7.12.F, 7.12.H.i, 7.12.J TWE only: 7.12.G	*2–4 days per project (9–11 days with Writing and Language)
	Connect to Testing, pp. 174–175		SB/TWE: 7.5.F; 7.6.C; 7.8.D, 7.8.D.i, 7.8.D.iii; 7.9.A, 7.9.B, 7.9.F; 7.10.D	½ day
				Total: 7½ days

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Lesson Planner

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Chapter 9	Chapter Opener and First Read, pp. 176–183 (Analyzing Interactions of Ideas, People, and Events)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.E, 7.5.G, 7.5.H; 7.6.H TWE only: 7.2.A, 7.2.B; 7.5.F; 7.5.G; 7.12.D	2–3 days
	Second Read, pp. 183–184 (Analyzing Structure and Purpose)		SB/TWE: 7.6.C; 7.8.D; 7.9.A, 7.9.B, 7.9.F TWE only: 7.9.F	1 day
	Third Read, pp. 185–187 (Evaluating Reasons and Evidence)		SB/TWE: 7.1.D; 7.8.E.i, 7.8.E.ii, 7.9.G TWE only: 7.5.G; 7.8.E.ii; 7.9.G	2–3 days (3–4 days with Writing and Language)
	Language: Complex Sentences with Subordinating Conjunctions and Relative Pronouns, pp. 187–189	Chapter 20: Adverb Clauses; Complex Sentences SB: pp. 289–291; 294 TG: p. 176	SB/TWE: 7.10.D.vi	
	Project-Based Assessments: Digital Presentation, p. 190 Brochure, p. 191 On Your Own, p. 191	Chapter 10: Evaluating Sources; Inquiry and Initial Research SB: pp. 186–189 TG: p. 90	SB/TWE: 7.12.B, 7.12.D, 7.12.F, 7.12.H.i, 7.12.J TWE only: 7.12.D	*2–4 days per project (5–7 days with Writing and Language)
	Connect to Testing, pp. 191–194		SB/TWE: 7.5.G, 7.5.H; 7.6.C; 7.8.D; 7.8.E.i, 7.8.E.ii; 7.9.B; 7.10.D.vi	½ day
				Total: 7½ days (8½ days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Chapter 10	Chapter Opener and First Read, pp. 195–202 (Citing Evidence)		SB/TWE: 7.1.B; 7.2.A, 7.2.B; 7.5.F; 7.6.C, 7.6.H TWE only: 7.1.D; 7.2.A, 7.2.B; 7.5.F, 7.5.G; 7.7.D; 7.12.D	3 days
	Second Read, pp. 202–203 (Analyzing the Interaction of Story Elements)		SB/TWE: 7.7.B, 7.7.C, 7.7.D TWE only: 7.7.D	1 day
	Third Read, p. 204–206 (Analyzing Points of View)		SB/TWE: 7.1.D; 7.5.F; 7.9.E TWE only: 7.5.F	2 days (3 days with Writing and Language)
	Language: Expressing Ideas Precisely and Concisely, pp. 206–208	Chapter 2: Writing Concise Sentences SB: pp. 42–43 TG: p. 10 Chapter 32: Words That Communicate Clearly SB: pp. 455–457 TG: p. 296	SB/TWE: 7.10.C	
	Project-Based Assessments: Personal Essay p. 209 Roundtable Discussion, pp. 209–211 On Your Own, p. 211	Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 7.1.A, 7.1.D; 7.11.B TWE only: 7.1.C	*2–4 days per project (5–7 days with Writing and Language)
	Connect to Testing, pp. 212–213		SB/TWE: 7.5.F; 7.6.C; 7.7.B, 7.7.C; 7.9.E; 7.10.C	½ day
				Total: 6½ days (7½ days with Writing and Language)
Writing a Informative Text	Prepare to Write, p. 214 Brainstorm, pp. 215–216 Find Sources, pp. 216–217 Gather Information, pp. 217–219	Chapter 5: Informational Writing SB: pp. 73–77 TG: p. 34	SB/TWE: 7.10.A; 7.11.B; 7.12.A, 7.12.B, 7.12.C, 7.12.D, 7.12.H.i TWE only: 7.2.A, 7.2.B; 7.6.H	2 days
	Write a Central Idea Statement, p. 219 Organize Ideas, pp. 220–221 Provide Graphics, p. 221 First Draft, p. 221	Chapter 5: Informational Writing SB: pp. 78–85 TG: p. 34	SB/TWE: 7.10.A, 7.10.B.i, 7.10.B.ii; 7.11.B; 7.12.C, 7.12.D, 7.12.F TWE only: 7.12.G, 7.12.I	2–4 days
	First Peer Review, p. 222 Second Peer Review, p. 223 Final Peer Review, p. 224 Final Essay, p. 224	Chapter 5: Informational Writing SB: pp. 86–91 TG: p. 34	SB/TWE: 7.1.A, 7.1.D; 7.10.C, 7.10.D, 7.10.E; 7.11.B; 7.12.J	2 days
				Total: 8 days (13 days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Assessment	Practice Performance Task, pp. 225–230		SB/TWE: 7.2.B; 7.5.G, 7.5.H; 7.6.C; 7.8.D.i, 7.8.D.iii, 7.8.E.i; 7.9.A, 7.9.B; 7.9.F; 7.10.B, 7.10.D; 7.11.B	2 days
	Unit 2 Summative Assessment, TWE pp. 460–468		TWE only: 7.2.B; 7.5.F, 7.5.G; 7.6.C, 7.6.D; 7.7.B; 7.9.A; 7.11.B	2 days
				Total: 4 days
Unit 2 Total				47 days (55 days with Writing and Language)
Unit 3				
Introduction to Unit 3, p. 231			TWE only: 7.1.D; 7.2.C; 7.5.E	½ day
Chapter 11	Chapter Opener and First Read, pp. 232–239 (Analyzing Interactions of People, Ideas, and Events)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.G, 7.5.H; 7.6.A; 7.6.H TWE only: 7.2.A, 7.2.B; 7.5.G	2–3 days
	Second Read, pp. 239–241 (Analyzing Text Structure)		SB/TWE: 7.1.D; 7.8.D.i, 7.8.D.iii; 7.9.B	2 days
	Third Read, pp. 241–242 (Analyzing Point of View and Purpose)		SB/TWE: 7.9.A TWE only: 7.8.E.ii	2 days
	Language: Using Dashes, pp. 243–244	Chapter 29: Dashes, Ellipses, and Parentheses SB: p. 203 TG: p. 271	SB/TWE: 7.10.D.viii	
	Project-Based Assessments: Letter to the Principal pp. 244–245 Write a Narrative, pp. 245–246 On Your Own, p. 246	Chapter 9: Writing a Business Letter SB: pp. 171–179 TG: p. 81 Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58	SB/TWE: 7.11.A, 7.11.D	*2–3 days per project (7–8 days with Writing and Language)
	Connect to Testing, pp. 247–248		SB/TWE: 7.5.G; 7.6.C; 7.8.D.i, 7.8.D.iii; 7.9.A, 7.9.B; 7.10.D.viii	½ day
				Total: 7½ days

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Lesson Planner

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Chapter 12	Chapter Opener and First Read, pp. 249–255 (Determining a Central Idea)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.G; 7.6.H TWE only: 7.2.A, 7.2.B; 7.5.G; 7.8.B	2 days
	Second Read, pp. 255–256 (Examining the Impact of Repeated Sounds)		SB/TWE: 7.1.D; 7.8.B; 7.9.F	1 day
	Third Read, pp. 257–259 (Analyzing How Structure Helps Develop an Idea)		SB/TWE: 7.1.D; 7.6.I; 7.8.B; 7.9.B TWE only: 7.9.B; 7.9.E	1–2 days
	Language: Interpreting Figures of Speech, pp. 259–261		SB/TWE: 7.9.E	
	Project-Based Assessments: Poem About Modern Technology, p. 261 Digital Presentation, pp. 262–263 On Your Own, p. 263–264	Chapter 7: Writing a Poem SB: pp. 143–147 TG: p. 58 Chapter 10: Evaluating Sources SB: pp. 187–188 TG: p. 90	SB/TWE: 7.1.B; 7.8.B; 7.11.A; 7.12.D, 7.12.F, 7.12.H.i, 7.12.J	*2–4 days per project (4–6 days with Writing and Language)
	Connect to Testing, pp. 265–267		SB/TWE: 7.5.G; 7.6.C; 7.9.B, 7.9.E, 7.9.F	½ day
				Total: 5½ days
Chapter 13	Chapter Opener and First Read, pp. 268–274 (Analyzing the Development of Central Ideas)		SB/TWE: 7.2.A, 7.2.B; 7.5.G; 7.6.D, 7.6.H; 7.8.D.i TWE only: 7.2.A, 7.2.B; 7.5.G	2 days
	Second Read, pp. 274–278 (Comparing Media Portrayals of a Topic)		SB/TWE: 7.1.D; 7.5.H; 7.6.B; 7.8.F TWE only: 7.5.C, 7.5.H	2 days
	Third Read, pp. 278–280 (Analyzing Presentations of the Same Topic)		SB/TWE: 7.1.D; 7.5.H; 7.6.B TWE only: 7.5.H	1–2 days (2–3 days with Writing and Language)
	Language: Subject and Verb Agreement, p. 280	Chapter 24: Subject & Verb Agreement SB: pp. 332–335 TG: p. 217	SB/TWE: 7.10.D.ii	
	Project-Based Assessment: Op-Ed, pp. 281–282 Job Fair Pamphlet, pp. 282–283 On Your Own, p. 283	Chapter 6: The Rhetoric of Persuasion SB: pp. 97–101 TG: p. 46 Chapter 10: Evaluating Sources SB: pp. 188–189 TG: 90	SB/TWE: 7.11.C; 7.12.D, 7.12.F, 7.12.J	*2–4 days
	Connect to Testing, pp. 284–285		SB/TWE: 7.5.G, 7.5.H; 7.6.C; 7.8.D.i, 7.8.F; 7.10.D.ii	½ day
				Total: 6½ days (7½ days with Writing and Language)

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Lesson Planner

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Chapter 14	Chapter Opener and First Read, pp. 286–293 (Comparing Points of View)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.C, 7.5.F; 7.6.G, 7.6.H TWE only: 7.2.A, 7.2.B; 7.7.D	2 days
	Second Read, pp. 293–294 (Analyzing the Effects of Setting)		SB/TWE: 7.1.D; 7.7.D TWE only: 7.7.D	1 day
	Third Read, pp. 295–298 (Determining Theme)		SB/TWE: 7.1.D; 7.7.A; 7.9.A TWE only: 7.5.E; 7.6.A	1–2 days (2–3 days with Writing and Language)
	Language: Using Context Clues, p. 298	Chapter 32: Context Clues SB: pp. 445–447 TG: p. 296	SB/TWE: 7.2.B	
	Project-Based Assessment: Response Essay, p. 299 Write a Book Chapter, p. 300 On Your Own, p. 301	Chapter 4: Writing Effective Compositions SB: pp. 60–71 TG: p. 26 Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 7.5.E; 7.6.A; 7.7.A; 7.11.A, 7.11.C	*2–4 days per project (7–9 days with Writing and Language)
	Connect to Testing, pp. 302–303		SB/TWE: 7.2.B; 7.5.G; 7.6.C; 7.7.D; 7.9.A	½ day
				Total: 5½ days (6½ days with Writing and Language)
Chapter 15	Chapter Opener and First Read, pp. 304–309 (Finding Supporting Evidence)		SB/TWE: 7.1.B, 7.1.D; 7.2.A, 7.2.B; 7.5.E; 7.6.A, 7.6.H; 7.8.E.ii TWE only: 7.2.A, 7.2.B; 7.5.I; 7.8.E.i, 7.8.E.ii	2 days
	Second Read, pp. 309–311 (Determining Point of View and Purpose)		SB/TWE: 7.1.D; 7.8.E.iii; 7.9.A, 7.9.F, 7.9.G TWE only: 7.9.F	1 day
	Third Read, pp. 311–317 (Analyzing Interpretations of Evidence)		SB/TWE: 7.1.D; 7.5.H; 7.8.E.ii; 7.9.A TWE only: 7.2.A, 7.2.B; 7.8.E.i, 7.8.E.ii	2–3 days (3–4 days with Writing and Language)
	Language: Comma Usage, pp. 317–319	Chapter 27: End Marks and Commas SB: pp. 372–381 TG: p. 251	SB/TWE: 7.10.D.viii	
	Project-Based Assessment: Develop a Public Service Announcement, pp. 319–320 Roundtable Discussion, pp. 320–321 On Your Own, p. 321	Chapter 6: The Rhetoric of Persuasion; Crafting an Argument SB: pp. 97–115 TG: 36 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 7.1.A, 7.1.D; 7.6.I; 7.12.J TWE only: 7.6.I	*2–4 days per project (5–7 days with Writing and Language)
	Connect to Testing, pp. 322–323		SB/TWE: 7.5.G, 7.5.H; 7.8.E.i, 7.8.E.ii; 7.10.D.viii	½ day
				Total: 6½ day (7½ days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Writing a Fictional Narrative	Prepare to Write, p. 325 Brainstorm, p. 325 Generate Ideas, pp. 326–328	Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 7.10.A; 7.11.A TWE only:	2 days
	Organize Ideas, p. 329 First Draft, pp. 329–330		SB/TWE: 7.10.B.i, 7.10.B.ii; 7.11.A	2–3 days
	Group Peer Review, p. 330 Markup Review, p. 331 Individual Review, p. 332 Final Narrative, p. 332		SB/TWE: 7.1.A, 7.1.D; 7.10.C, 7.10.D, 7.10.E; 7.11.A	2 days
				Total: 7 days (9 days with Writing and Language)
Assessment	Practice Performance Task, pp. 333–338		SB/TWE: 7.2.B; 7.5.G, 7.5.H; 7.6.B, 7.6.C; 7.7.D; 7.8.D.i; 7.10.B, 7.10.D; 7.11.C	2 days
	Unit 3 Summative Assessment, TWE pp. 469–476		TWE only: 7.2.B; 7.5.E, 7.5.F, 7.5.G, 7.5.H; 7.6.B, 7.6.C, 7.6.G; 7.8.D.i, 7.8.E.i, 7.8.E.ii; 7.9.A, 7.9.B, 7.9.E; 7.11.B	2 days
				Total: 4 days
Unit 3 Total				42½ days (47½ days with Writing and Language)

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Unit 4				
Introduction to Unit 4, p. 339			TWE only: 7.1.D; 7.5.E; 7.12.D, 7.12.E	½ day
Chapter 16	Chapter Opener and First Read, pp. 340–347 (Analyzing How Setting Affects Conflict)		SB/TWE: 7.2.A, 7.2.B; 7.6.C, 7.6.H; 7.7.D TWE only: 7.2.A, 7.2.B; 7.5.G; 7.12.D	2 days
	Second Read, pp. 347–350 (Analyzing How Point of View Affects a Story)		SB/TWE: 7.1.A, 7.1.D; 7.5.H; 7.9.E TWE only: 7.5.G; 7.9.D	1–2 days
	Third Read, pp. 350–356 (Comparing and Contrasting Historical Fiction and Nonfiction)		SB/TWE: 7.1.D; 7.5.H; 7.6.B	2–3 days (3–4 days with Writing and Language)
	Language: Capitalization, pp. 356–357	Chapter 26: Capitalization SB: pp. 360–370 TG: p. 241	SB/TWE: 7.10.D.vii	
	Project-Based Assessments: Historical Background, pp. 357–358 Historical Fiction, pp. 358–359 On Your Own, p. 359	Chapter 10: Inquiry: Initial Research and Development SB: pp. 184–189 TG: p. 90 Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 7.5.E, 7.5.H; 7.8.A; 7.11.A, 7.11.B; 7.12.D, 7.12.E, 7.12.F, 7.12.H.i TWE only: 7.12.D	*2–4 days per project (5–7 days with Writing and Language)
	Connect to Testing, pp. 360–362		SB/TWE: 7.5.G, 7.5.H; 7.6.B, 7.6.C; 7.7.D; 7.9.E	1 day
				Total: 8½ days (9½ days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Chapter 17	Chapter Opener and First Read, pp. 363–369 (Making Inferences)		SB/TWE: 7.2.A, 7.2.B; 7.5.F, 7.5.G; 7.6.H TWE only: 7.2.A, 7.2.B; 7.5.G; 7.7.C	2 days
	Second Read, p. 370 (Analyzing an Author's Use of Language)		SB/TWE: 7.1.D; 7.9.D, 7.9.F TWE only: 7.6.D, 7.9.F	1 day
	Third Read, pp. 371–374 (Analyzing a Fictional Account of a Historical Event)		SB/TWE: 7.1.D; 7.5.D, 7.5.E, 7.5.H; 7.6.B; 7.11.B TWE only: 7.5.G, 7.12.D	2 days (3–4 days with Writing and Language)
	Language: Spelling, pp. 374–376	Chapter 30: Spelling Strategies SB: pp. 404–417 TG: p. 282	SB/TWE: 7.10.D.ix	
	Project-Based Assessments: Response Essay, p. 376 Argumentative Essay, p. 377 On Your Own, p. 377	Chapter 4: Writing Effective Compositions SB: pp. 60–71 TG: p. 26 Chapter 6: Argumentative Writing SB: pp. 92–117 TG: p. 46	SB/TWE: 7.6.C; 7.11.B, 7.11.C; 7.12.D, 7.12.E, 7.12.F, 7.12.H.i	*2–4 days per project (3–5 days with Writing and Language)
	Connect to Testing, pp. 378–379		SB/TWE: 7.5.F, 7.5.G, 7.5.H; 7.6.C	½ day
				Total: 5½ days (6½ days with Writing and Language)
Chapter 18	Chapter Opener and First Read, pp. 380–386 (Analyzing Parallel Stories)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.5.D; 7.6.H; 7.9.B TWE only: 7.2.A, 7.2.B; 7.5.C, 7.5.F, 7.5.G, 7.12.D	2 days
	Second Read, pp. 386–387 (Exploring Theme)		SB/TWE: 7.7.A; 7.9.A TWE only: 7.7.C; 7.12.D	1 day
	Third Read, pp. 387–388 (Analyzing Figurative Language)		SB/TWE: 7.1.D; 7.9.D, 7.9.F	1 day (2 days with Writing and Language)
	Language: Word Meanings, pp. 389–390	Chapter 32: Determining Word Meanings SB: pp. 444–447 TG: p. 296	SB/TWE: 7.9.F; 7.10.C	
	Project-Based Assessment: Letter, p. 390 Oral Presentation, p. 391 On Your Own, p. 391	Chapter 9: Writing Informal Letters SB: pp. 167–171 TG: p. 81 Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308	SB/TWE: 7.1.D; 7.12.D, 7.12.F, 7.12.J	*2–4 days per project (3–5 days with Writing and Language)
	Connect to Testing, pp. 392–393		SB/TWE: 7.5.F, 7.5.G; 7.6.C; 7.9.A, 7.9.B	½ day
				Total: 4½ days (5½ days with Writing and Language)

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Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Chapter 19	Chapter Opener and First Read, pp. 394–401 (Analyzing the Impact of Setting on Conflict)		SB/TWE: 7.2.A, 7.2.B; 7.5.F; 7.6.H; 7.7.D TWE only: 7.2.A, 7.2.B; 7.5.G	2 days
	Second Read, pp. 401–403 (Making Inferences About Characters)		SB/TWE: 7.1.D; 7.5.F TWE only: 7.5.C, 7.5.G; 7.12.D	1 day
	Third Read, pp. 403–405 (Analyzing Author's Use of Humor)		SB/TWE: 7.1.D; 7.9.F TWE: 7.7.D	1½–2 days (3–4 days with Writing and Language)
	Language: Using Phrases Effectively, pp. 405–407	Ch. 18: Prepositional Phrases; Appositives and Appositive Phrases SB: pp. 271–275 TG: p. 158 Chapter 19: Verbals and Verbal Phrases, pp. 277–282	SB/TWE: 7.10.C	
	Project-Based Assessments: Diary, p. 407 Personal Interview, pp. 407–408 On Your Own, p. 408	Ch. 7: Writing a Personal Narrative; Writing a Short Story SB: pp. 125–139 TG: p. 58 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 7.1.A; 7.6.D; 7.11.A; 7.12.D TWE only: 7.12.D	*2–4 days per project (7–9 days with Writing and Language)
	Connect to Testing, pp. 409–410		SB/TWE: 7.5.F; 7.6.C; 7.9.E	1 day
				Total: 6 days (8 days with Writing and Language)
Chapter 20	Chapter Opener and First Read, pp. 410–418 (Determining Theme)		SB/TWE: 7.1.D; 7.2.A, 7.2.B; 7.6.G, 7.5.D; 7.6.H; 7.7.A, 7.7.C; 7.9.A TWE only: 7.2.A, 7.2.B; 7.5.F, 7.5.G; 7.12.D	2 days
	Second Read, pp. 418–421 (Analyzing the Unique Format of a Play)		SB/TWE: 7.8.C TWE only: 7.5.D, 7.5.G	1 day
	Third Read, pp. 421–424 (Analyzing the Purpose of a Scene)		SB/TWE: 7.8.C; 7.9.A, 7.9.B TWE only: 7.5.G	1–2 days (2–3 days with Writing and Language)
	Language: Determining Word Meaning, pp. 422–424	Chapter 32: Determining Word Meanings SB: pp. 444–447 TG: p. 296	SB/TWE: 7.2.A, 7.2.B	
	Project-Based Assessments: Dramatic Scene, p. 425 Documentary, p. 426 On Your Own, p. 426	Chapter 7: Writing a Scene for a Play SB: pp. 139–143 TG: p. 58	SB/TWE: 7.11.A; 7.12.D, 7.12.F, 7.12.J TWE only: 7.1.C	*2–4 days per project (3–4 days with Writing and Language)
	Connect to Testing, pp. 427–428		SB/TWE: 7.5.F; 7.6.C; 7.7.C; 7.9.A, 7.9.B	½ day
				Total: 5½ days (6½ days with Writing and Language)

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Lesson Planner

Connections: English Language Arts Grade 7		Connections: Writing & Language Handbook	Grade 7 TEKS	Time needed
Writing a Research Paper	Brainstorm, p. 430 Gather Ideas, pp. 430–431	Chapter 10: Inquiry: The Process of Inquiry; Inquiry and Initial Research SB: pp. 185–188 TG: p. 90	SB/TWE: 7.10.A; 7.11.B; 7.12.A, 7.12.B, 7.12.C TWE only: 7.2.A, 7.2.B; 7.6.H	3 days
	Conduct Research, p. 432 Take Notes, p. 433 Organize Ideas, pp. 433–434 First Draft, p. 434	Chapter 10: Inquiry and Initial Research; Developing Evidence-Based Claims SB: pp. 185–197 TG: p. 90 Chapter 11: Organizing Your Findings; Writing the First Draft SB: pp. 203–212 TG: p. 96	SB/TWE: 7.10.A, 7.10.B.i, 7.10.B.ii; 7.11.B; 7.12.D, 7.12.F, 7.12.G, 7.12.H.i, 7.12.I	5 days
	Revision, p. 434 Final Essay, p. 436	Chapter 11: Revising and Editing; Publishing SB: pp. 213–215 TG: p. 96	SB/TWE: 7.1.A, 7.1.D; 7.10.C, 7.10.D, 7.10.E; 7.11.B; 7.12.J TWE only: 7.12.I	3 days
				Total: 11 days (16 days with Writing and Language)
Assessment	Practice Performance Task, pp. 437–442		SB/TWE: 7.2.D; 7.5.F, 7.5.H; 7.6.D; 7.9.F; 7.10.B, 7.10.D; 7.11.B	2 days
	Unit 4 Summative Assessment, TWE pp. 477–485		TWE only: 7.2.B; 7.5.E, 7.5.F, 7.5.G, 7.5.H; 7.6.B, 7.6.C, 7.6.D; 7.7.D; 7.8.D.i; 7.9.A, 7.9.B, 7.9.D, 7.9.E; 7.11.B	2 days
	End-of-Course Summative Assessment, TWE pp. 486–503		TWE only: 7.2.B; 7.5.F, 7.5.G, 7.5.H; 7.6.B, 7.6.C, 7.6.D, 7.6.G; 7.8.D, 7.8.D.i, 7.8.D.iii, 7.8.E.ii; 7.9.A, 7.9.B, 7.9.D, 7.9.E; 7.11.B	2 days
				Total: 6 days
Unit 4 Total				47 days (58 days)

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