


Teacher Wraparound Edition

Grade 7

Writing with **POWER**



Language

Composition

21st Century Skills

Perfection Learning®

Attached is the correlation for Grade 7. To review correlations for all grade levels please visit perfectionlearning.com/writing-with-power

Common Core State Standards Correlation

As a writing and language program, *Writing with Power* addresses all the standards in the Writing and Language strands of the Common Core State Standards. It is especially strong in its coverage of **argumentative writing**, a key skill for college and career readiness. The treatment of argument in *Writing with Power* adheres to the principles of teaching argument put forward by Peter Smagorinsky, Senior Consultant, along with Larry R. Johannessen, Elizabeth A. Kahn, and Thomas M. McCann, in *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School* (Heinemann, 2010). They write:

Argument is an element in various kinds of writing: reports, exposition, persuasion, analysis, thesis papers, and so forth. Influenced by Toulmin . . . , we define argument as thinking presented by way of a claim, grounds (i.e., data, examples, or evidence), warrants, backing, rebuttal, and response. In order to produce mature arguments, a writer needs to be able to think clearly and write logically according to the social conventions for persuading others of an opinion. Even so, students as young as fourth graders have knowledge that can inform their efforts to make argumentative points. . . .

Writing with Power is the only major program to approach argument in this way and with terminology that reflects both Stephen Toulmin's model (*The Uses of Argument*, 1958) and the vocabulary of the Common Core Standards. Students are instructed in building logical, well-developed arguments not only when doing persuasive writing but also when writing about literature or composing research reports. No other program provides coverage of the development of logical arguments in as much depth.

Because it is a project-based program, and each writing project includes a reading selection as a mentor text and/or a springboard for content creation, *Writing with Power* also addresses standards in the Literature and Informational Writing strands. Further, since the projects are all collaborative, the Speaking and Listening strands are also addressed as students work together, from start to finish, on a writing project that grows out of 1) a common reading, 2) abundant speaking and listening with partners, small groups, and the whole class, and 3) both free and focused writing.

Both the reading selections that are part of each writing project and the writing projects themselves enable students to work at a level of rigor in alignment with the Common Core Standards. The **rigor** of each lesson was assured by

- profession-leading experts with their own teaching and curriculum experience who were part of the reading selection process and who designed the writing activities. Senior consultant Peter Smagorinsky, for example, was a classroom teacher for fifteen years before moving into teacher education at the University of Georgia. Constance Weaver has been a leader in literacy education for thirty years.
- a panel of teacher-reviewers with broad experience in leading students past the comfortable and into the challenging
- evaluation of the complexity of each mentor text qualitatively, quantitatively, and in consideration of how it would be used in relation to the writing task accompanying it
- consideration of the range of student writing activities included across the program to guarantee breadth and variety

Writing with Power strongly supports the Common Core Standards with its emphasis on **argumentative writing** and the elements of arguments—claims, evidence, and warrants; with its unique two-chapter coverage of the **research process and research strategies**; and with its commitment to the **rigor** called for in each grade level's Common Core Standards. Further, *Writing with Power* sets the standard for comprehensive coverage of **language conventions** and vocabulary acquisition and use.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

WRITING

Text Types and Purposes

W.1 Write arguments to support claims with clear reasons and relevant evidence.	Student Edition (SE): 247–250, 254–255, 257–259 Teacher Wraparound Edition (TWE): 247–250, 254–255, 257–259
(a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	SE: 247–250, 252–255, 257–259 TWE: 247–250, 252–255, 257–259
(b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 247–250, 254–255, 257–259 TWE: 247–250, 254–255, 257–259
(c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE: 118–119, 168, 237, 247–248, 252–253, 259 TWE: 118–119, 168, 237, 247–248, 252–253, 259
(d) Establish and maintain a formal style.	SE: 24, 39–41, 142, 167 TWE: 24, 39–41, 142, 167
(e) Provide a concluding statement or section that follows from and supports the argument presented.	SE: 247, 257, 259, 287, 290, 351, 356 TWE: 247, 257, 259, 287, 290, 351, 356
W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE: 107–108, 111, 122, 219–221, 223, 225, 232–233, 314, 341–342, 360, 447–463 TWE: 107–108, 111, 122, 219–221, 223, 225, 232–233, 314, 341–342, 360, 447–463
(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: 107–108, 114, 116, 122, 219–221, 223, 225, 233, 235, 237, 314, 360, 447–463 TWE: 107–108, 114, 116, 122, 219–221, 223, 225, 233, 235, 237, 314, 360, 447–463
(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE: 111, 219–221, 223, 225, 232, 261, 273–275, 279–280, 282–283, 290, 321, 341–342, 418–429 TWE: 111, 219–221, 223, 225, 232, 261, 273–275, 279–280, 282–283, 290, 321, 341–342, 418–429
(c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 227, 229–203, 231 TWE: 227, 229–203, 231
(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 22, 42–57, 411–417 TWE: 22, 42–57, 411–417
(e) Establish and maintain a formal style.	SE: 24, 39–41, 142, 167 TWE: 24, 39–41, 142, 167
(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 114, 116, 220, 235, 237 TWE: 114, 116, 220, 235, 237

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W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE: 38, 127–128, 131, 139, 142–143, 173, 183–188, 190, 192–193, 195 TWE: 38, 127–128, 131, 139, 142–143, 173, 183–188, 190, 192–193, 195
(a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE: 128, 131, 139, 142–143, 173, 183, 184–188, 190, 192, 195 TWE: 128, 131, 139, 142–143, 173, 183, 184–188, 190, 192, 195
(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE: 38, 127–128, 131, 139, 142–143, 173, 183, 184–188, 190, 192–193, 195 TWE: 38, 127–128, 131, 139, 142–143, 173, 183, 184–188, 190, 192–193, 195
(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE: 118, 137, 142, 168, 190, 237 TWE: 118, 137, 142, 168, 190, 237
(d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 22, 42, 44–55, 57, 139, 183, 187, 190 TWE: 22, 42, 44–55, 57, 139, 183, 187, 190
(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE: 94–95, 116, 129, 140 TWE: 94–95, 116, 129, 140

Production and Distribution of Writing

W.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.)	SE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356 TWE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356
W.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.	SE: 13, 17, 25, 27, and all writing projects TWE: 13, 17, 25, 27, and all writing projects
W.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.	SE: 233, 337–339, 447–473 TWE: 233, 337–339, 447–473

Research to Build and Present Knowledge

W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SE: 300–361 TWE: 300–361
W.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.	SE: 312–319, 322–339, 333, 338, 341, 349, 350–351, 353–355 TWE: 312–319, 322–339, 333, 338, 341, 349, 350–351, 353–355

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<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE: 273, 282–283, 290, 312, 315–316, 319, 341, 347, 349–351, 356, 358</p> <p>TWE: 273, 282–283, 290, 312, 315–316, 319, 341, 347, 349–351, 356, 358</p>
<p>(a) Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p>SE: 60–63 (Reading Standard 3), 150–155 (Reading Standards 1, 3, 4, and 6), 174–179 (Reading Standard 3), 196–200 (Reading Standard 5), 266–297 (Reading Standards 1 and 2), 298 (Reading Standard 9)</p> <p>TWE: 60–63 (Reading Standard 3), 150–155 (Reading Standards 1, 3, 4, and 6), 174–179 (Reading Standard 3), 196–200 (Reading Standard 5), 266–297 (Reading Standards 1 and 2), 298 (Reading Standard 9)</p>
<p>(b) Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SE: 82–84 (Reading Standards 3, 5), 100–103 (Reading Standard 3), 240–245 (Reading Standards 1, 4, 6, 8), 302–305 (Reading Standards 5, 6, 8)</p> <p>TWE: 82–84 (Reading Standards 3, 5), 100–103 (Reading Standard 3), 240–245 (Reading Standards 1, 4, 6, 8), 302–305 (Reading Standards 5, 6, 8)</p>

Range of Writing

<p>W.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.</p>	<p>SE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356</p> <p>TWE: 8–11, 13–16, 20–25, 27–28, 30–31, 42, 44–45, 47–54, 64–71, 78–79, 91–92, 96, 104–105, 109–111, 114–116, 118–119, 128, 131–132, 139, 142–143, 146, 159–160, 167–169, 193, 218, 220, 237, 258–259, 281, 293, 356</p>
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SPEAKING AND LISTENING

Comprehension and Collaboration

<p>S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p>
<p>(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p>
<p>(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>SE: 13, 17, 25, 364–365, 367, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 364–365, 367, 400–401, 418, 432–446</p>
<p>(c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p>
<p>(d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SE: 13, 17, 25, 400–401, 418, 432–446</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–446</p>
<p>S.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>	<p>SE: 13, 17, 25, 400–401, 418, 432–448, 471</p> <p>TWE: 13, 17, 25, 400–401, 418, 432–448, 471</p>

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S.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SE: 13, 17, 25, 400–401, 418, 432–448, 471 TWE: 13, 17, 25, 400–401, 418, 432–448, 471
Presentation of Knowledge and Ideas		
S.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.	SE: 25, 54, 72, 89, 110, 400–401, 432–439, 471 TWE: 25, 54, 72, 89, 110, 400–401, 432–439, 471
S.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SE: 43, 74, 97, 117, 144, 166, 202, 222, 251, 289, 314 TWE: 43, 74, 97, 117, 144, 166, 202, 222, 251, 289, 314
S.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE: 400–401, 418, 432–439, 440–446, 456, 471, 478, 525, 685, 718, 775, 787, 791, 796 TWE: 400–401, 418, 432–439, 440–446, 456, 471, 478, 525, 685, 718, 775, 787, 791, 796
LANGUAGE		
Conventions of Standard English		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 6, 8–10, 28–30, 55, 56, 69, 96, 120, 145, 146, 167, 169, 172, 173, 194, 195, 232, 238, 239, 258, 259, 291, 292, 357, 358, 478, 685, 700, 718, 787, 844, 886 TWE: 6, 8–10, 28–30, 55, 56, 69, 96, 120, 145, 146, 167, 169, 172, 173, 194, 195, 232, 238, 239, 258, 259, 291, 292, 357, 358, 478, 685, 700, 718, 787, 844, 886
	(a) Explain the function of phrases and clauses in general and their function in specific sentences.	SE: 67, 601–606, 608, 611–612, 615, 638–641, 643–646, 650–652, 655, 658–659 TWE: 67, 601–606, 608, 611–612, 615, 638–641, 643–646, 650–652, 655, 658–659
	(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	SE: 9, 164, 509–510, 515, 568, 603, 624, 628, 638–639, 646, 650–652, 658, 698–699, 706, 726–727 TWE: 9, 164, 509–510, 515, 568, 603, 624, 628, 638–639, 646, 650–652, 658, 698–699, 706, 726–727
	(c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	SE: 9, 164, 509–510, 515, 568, 603, 624, 628, 646, 698–699, 706, 726–727 TWE: 9, 164, 509–510, 515, 568, 603, 624, 628, 646, 698–699, 706, 726–727
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 9, 11, 23, 28, 67, 137, 143, 162–164, 258, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 698–699, 706, 726–727, 748–749, 751 TWE: 9, 11, 23, 28, 67, 137, 143, 162–164, 258, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 698–699, 706, 726–727, 748–749, 751
	(a) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	SE: 837–839 TWE: 837–839
	(b) Spell correctly.	SE: 908–932 TWE: 908–932

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 7)

Knowledge of Language

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>SE: 9, 67, 137, 162–164, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 693–696, 698–699, 700–701, 703–704, 706, 726–727, 748–749, 751</p> <p>TWE: 9, 67, 137, 162–164, 509–510, 513–515, 561–565, 567–569, 571, 573–574, 601–606, 608, 611–612, 615, 618–620, 623–624, 628, 638–641, 643–646, 650–652, 655–656, 658–659, 693–696, 698–699, 700–701, 703–704, 706, 726–727, 748–749, 751</p>
(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p>SE: 22, 28, 42, 44–45, 56, 77–78, 118, 137, 168, 202, 265, 293, 350</p> <p>TWE: 22, 28, 42, 44–45, 56, 77–78, 118, 137, 168, 202, 265, 293, 350</p>

Vocabulary Acquisition and Use

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	<p>SE: 402–417</p> <p>TWE: 402–417</p>
(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE: 411–412</p> <p>TWE: 411–412</p>
(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	<p>SE: 412–414</p> <p>TWE: 412–414</p>
(c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>SE: 334–335, 405–410, 412, 413</p> <p>TWE: 334–335, 405–410, 412, 413</p>
(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>SE: 405–410</p> <p>TWE: 405–410</p>
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>SE: 42, 205–208, 276, 415–417</p> <p>TWE: 42, 205–208, 276, 415–417</p>
(a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<p>SE: 205, 207–208</p> <p>TWE: 205, 207–208</p>
(b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p>SE: 415–417</p> <p>TWE: 415–417</p>
(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	<p>SE: 42, 46</p> <p>TWE: 42, 46</p>
L.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>SE: 411–419</p> <p>TWE: 411–419</p>