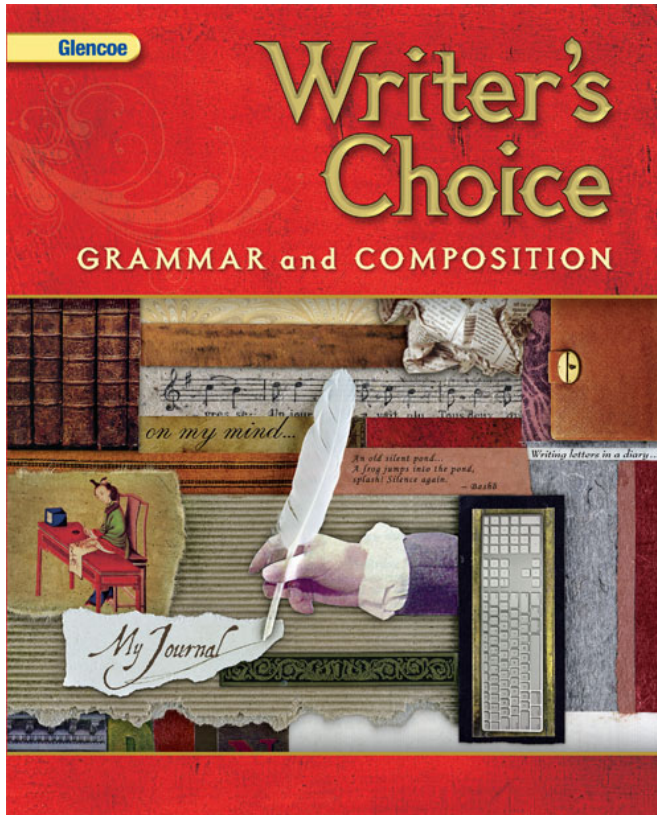




**Glencoe**

Language Arts  
Grades 6-8



Glencoe **Writer's Choice**

Grade 7

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STANDARDS	PAGE REFERENCES
1 Reading: Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.	<b>Student Edition:</b> 687-688 <b>Teacher Wraparound Edition:</b> 36, 92-93, 145, 249
Distinguishing factual from fictional materials	<b>Student Edition:</b> 155, 242
Determining sequence of events	<b>Student Edition:</b> 164-165, 193, 213, 218 <b>Teacher Wraparound Edition:</b> 167
Using specific context clues to determine meaning of unfamiliar words	<b>Student Edition:</b> 658-659 TE: 250
Applying self-monitoring strategies for text understanding	<b>Student Edition:</b> 15 <b>Teacher Wraparound Edition:</b> 36, 143, 145, 250, 299, 301
Drawing conclusions to interpret unstated intent	<b>Student Edition:</b> 45, 95, 155, 192 <b>Teacher Wraparound Edition:</b> 33-35, 91-92, 146-148, 169, 189-190, 299
Analyzing predictions, including confirming and refuting	<b>Teacher Wraparound Edition:</b> 92-93, 189
Reading: Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.	<b>Student Edition:</b> 45, 59, 95, 134, 192 <b>Teacher Wraparound Edition:</b> 35, , 91, 60, 91, 94, 144-146, 157-158, 163, 189, 249-250, 253
Determining mood	<b>Student Edition:</b> 7, 122-125, 155 <b>Teacher Wraparound Edition:</b> 123-124, 144, 150, 169, 256, 304
Recognizing use of flashback	<b>Student Edition:</b> 164-166 (This citation is tangential and relates closely to time order; flashback is not taught at this grade level as a literary element in <i>Writer's Choice</i> )
3 Reading: Distinguish among the major genres, including poetry, short stories, novels, plays, biographies and autobiographies, and subgenres such as folktales, myths, parables, fables, and science fiction, based on their characteristics.	<b>Student Edition:</b> 134-137, 148, 156, 163 <b>Teacher Wraparound Edition:</b> 107, 110-111, 142-148, 188-193, 219, 298-302

STANDARDS	PAGE REFERENCES
4 Reading: Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend seventh-grade informational and functional reading materials.	<b>Student Edition:</b> 248-254, 266-269, 292-293, 687-688 <b>Teacher Wraparound Edition:</b> 102, 206, 302, 744, 771-772, 792
Determining sequence of events to enhance text understanding	<b>Student Edition:</b> 161, 164-167, 212-215 <b>Teacher Wraparound Edition:</b> 63, 218
Using specific context clues to determine meaning of unfamiliar words	<b>Student Edition:</b> 658-659 <b>Teacher Wraparound Edition:</b> 143, 250, 299
Applying self-monitoring strategies for text understanding	<b>Student Edition:</b> 15, 658-659 <b>Teacher Wraparound Edition:</b> 36, 143, 250, 299, 301
Drawing conclusions to determine unstated intent	<b>Student Edition:</b> 45, 155, 192 <b>Teacher Wraparound Edition:</b> 33-35, 91-92, 95, 146-148, 169, 189-190, 241, 299
5 Reading: Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs	<b>Student Edition:</b> 15, 232-233, 699-702 <b>Teacher Wraparound Edition:</b> 98-99, 175, 198-199, 205, 221
6 Literature: Analyze nonfiction, science fiction, mystery or suspense, fantasy, and adventure for distinguishing characteristics.	<b>Student Edition:</b> 113, 148, 199 <b>Teacher Wraparound Edition:</b> 110-111, 203, 143
Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution	<b>Student Edition:</b> 161, 193 <b>Teacher Wraparound Edition:</b> 155-156, 162
7 Literature: Interpret the author's message in various literary, informational, and functional texts. Examples: literary text—nonfiction, science fiction, suspense, fantasy, adventure informational and functional texts—laws, directions, newspapers, advertisements, Internet sources, pamphlets	<b>Student Edition:</b> 38, 45, 54, 113, 199, 204-205, 254, 261, 264, 302 <b>Teacher Wraparound Edition:</b> 55, 67, 197, 218, 745-746
Comparing various types of informational and functional texts	<b>Student Edition:</b> 200-202, 213 <b>Teacher Wraparound Edition:</b> 181, 203, 218, 262, 283-284, 339

STANDARDS	PAGE REFERENCES
<p>8 Literature: Compare selections of culturally diverse literature and their characteristics. Examples: Native American, Hispanic, African American, Indian, European, Asian, Middle Eastern</p>	<p><b>Student Edition:</b> 49, 183 <b>Teacher Wraparound Edition:</b> 92, 107, 120, 134-137, 139, 153, 169, 190</p>
<p>9 Writing and Language: Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p>	<p><b>Student Edition:</b> 114-141, 148-149, 156-187, 192-193, 200-247, 254-255, 262-297, 302-303, 332, 336, 348</p>
<p>Using transitional words and phrases for coherence</p>	<p><b>Student Edition:</b> 73, 128-129, 166, 215, 237, 820 <b>Teacher Wraparound Edition:</b> 214, 301, 757</p>
<p>Composing various genres of literature by imitating an author's style, form, and purpose Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth</p>	<p><b>Student Edition:</b> 137, 148, 159, 175, 183 <b>Teacher Wraparound Edition:</b> 6, 101, 113, 134, 434, 438</p>
<p>Using figurative language when writing in various genres</p>	<p><b>Teacher Wraparound Edition:</b> 113-114, 143, 148, 189</p>
<p>10 Writing and Language: Apply mechanics in writing, including commas to set off nouns of address and following introductory phrases and clauses.</p>	<p><b>Student Edition:</b> 73, 141, 235, 243, 293, 297, 320-321, 501-503, 512-513, 591-596, 609-613, 627 <b>Teacher Wraparound Edition:</b> 70, 104, 224, 250, 252</p>
<p>Punctuating titles correctly using quotation marks, underlining, or italics Examples: quotation marks—short stories underlining or italics—books, magazines, newspapers</p>	<p><b>Student Edition:</b> 227, 599-600 <b>Teacher Wraparound Edition:</b> 291</p>
<p>Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences</p>	<p><b>Student Edition:</b> 7, 121, 141, 187, 207, 261, 308-309, 367-368, 369, 485-486, 495, 501, 507-508, 512, 514-515, 593-594, 597-598, 625-627 <b>Teacher Wraparound Edition:</b> 204, 216</p>
<p>Demonstrating correct sentence structure by avoiding comma splices</p>	<p><b>Student Edition:</b> 187, 320-321, 501</p>
<p>Using commas to set off nonessential clauses and appositives</p>	<p><b>Student Edition:</b> 137, 321, 389-390, 394, 396, 591-592, 621-622, 627</p>

STANDARDS	PAGE REFERENCES
<p>11 Writing and Language: Apply grammar conventions in writing to pronoun-antecedent agreement and to subject-verb agreement with inverted word order and with indefinite pronouns as subjects.</p>	<p><b>Student Edition:</b> 31, 57, 77, 132-133, 141, 203, 223, 243, 247, 310-311, 314-317, 366, 373, 407-408, 431-446, 449, 486, 535-548, 550-551 <b>Teacher Wraparound Edition:</b> 74, 81, 138, 152, 200, 266, 288</p>
<p>Identifying gerunds, infinitives, and participles in writing</p>	<p><b>Student Edition:</b> 521-531, 533</p>
<p>Using degrees of comparison in writing Examples: good, better, best; beautiful, more beautiful, most beautiful</p>	<p><b>Student Edition:</b> 211, 247, 318-319, 455-458, 465-466, 471-474, 477 <b>Teacher Wraparound Edition:</b> 62, 108</p>
<p>Identifying sentence patterns in writing Examples: subject→verb (S→V) subject→action verb→direct object (S→AV→DO) subject→action verb→indirect object→direct object (S→AV→IO→DO) subject→linking verb→predicate nominative (S→LV→PN) subject→linking verb→predicate adjective (S→LV→PA)</p>	<p><b>Student Edition:</b> 210, 306-307, 359-366, 369-372, 376, 399-410, 419-422, 429-430, 443-446, 451, 467, 505-506, 509-510, 514-515, 537-538, 547, 565, 567 <b>Teacher Wraparound Edition:</b> 54, 152, 200</p>
<p>Using compound and complex sentences in writing</p>	<p><b>Student Edition:</b> 7, 49, 77, 217, 219, 312-313, 367-368, 373-374, 501-504, 512-513, 516, 518-519</p>
<p>12 Research and Inquiry: Cite sources used in the research process. Examples: author, title, page numbers, date of publication, publisher or uniform resource locator (URL)</p>	<p><b>Student Edition:</b> 224-227, 639-646, 827-830, 832</p>
<p>13 Research and Inquiry: Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.</p>	<p><b>Student Edition:</b> 220-239, 255, 631-652, 685-686 <b>Teacher Wraparound Edition:</b> 202, 222, 245, 272, 295</p>
<p>Taking notes to gather and summarize information</p>	<p><b>Student Edition:</b> 53, 61, 226, 230, 254, 696-698 <b>Teacher Wraparound Edition:</b> 87, 141, 689-690</p>

STANDARDS	PAGE REFERENCES
<p>14 Oral and Visual Communication: Present findings from inquiry and research using a variety of resources. Examples: projects, brochures, display boards, speeches, multimedia presentations</p>	<p><b>Student Edition:</b> 85, 159, 167, 203, 207, 211, 215, 269, 293, 349-353, 757-761, 791-794, 825-827 <b>Teacher Wraparound Edition:</b> 155, 247, 272, 300, 344, 782</p>
<p>15 Oral and Visual Communication: Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.</p>	<p><b>Student Edition:</b> 137, 159, 163, 171, 175, 179, 230, 235, 269, 273, 277, 289, 293, 344, 743-751, 753 <b>Teacher Wraparound Edition:</b> 89, 105, 107, 247, 481, 537, 545</p>