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Grade 7**

correlated to the

**Indiana Academic Standards  
English/Language Arts  
Grade 7**

| Standards                      |  | Page References  |
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| <b>READING</b>                 |  |  |
| <b>READING: <i>Fiction</i></b> |  |  |
| RL.1                           | <b>LEARNING OUTCOME FOR READING LITERATURE</b><br>Read and comprehend a variety of literature independently and proficiently   |  |
| 7.RL.1                         | Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range. | <b>APPLICATION</b><br><b>Student Edition/ Teacher’s Edition:</b><br><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><br><br><b>Close Reader/Teacher’s Edition:</b><br><b>17–22, 38b–38g, 35–42, 126b–126g</b> |

| Standards |   | Page References   |
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| RL.2      | <p><b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b><br/>           Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</p> |   |
| 7.RL.2.1  | <p>Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>  | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15, 31, 32, 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, 179, 179, 213, 214, 214, 214a, 242, 243, 244, 244, 245, 246, 246, 249, 250, 252, 253, 254, 256, 256, 284, 285, 287, 288, 289, 291, 192, 294, 296, 297, 299, 300, 302, 322, 323, 324, 325, 325, 327, 328, 330, 331, 332, 334, 334</b></p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <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><br/> <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> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>16, 16, 36, 36, 69, 69, 73, 73, 127–130, 131–134, 154, 154, 171, 171, 173, 173, 179–182, 214, 214, 244, 244, 246, 246, 248, 248, 256, 256</b></p> |

| Standards |  | Page References  |
|-----------|--|--|
| 7.RL.2.2  | Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           31, <b>31, 32, 33, 34</b>, 35, <b>35</b>, 36, <b>36, 38a</b>, 42, <b>42, 63, 64, 66, 67</b>, 68, <b>68</b>,<br/>           69, <b>69, 75, 75</b>, 76, <b>76</b>, 108, <b>108</b>, 126, <b>126</b>, 148, <b>148, 149, 151, 152</b>,<br/>           153, <b>153, 156a, 172</b>, 173, <b>173, 174a</b>, 214, <b>214</b>, 244, <b>244</b>, 246, <b>246</b>,<br/>           247, <b>247, 248a, 250, 251, 253, 254</b>, 255, <b>255, 321, 322, 323</b>, 324, <b>324</b>,<br/> <b>325, 331, 332</b>, 333, <b>333, 336a, 337a</b></p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           31–34, <b>31–34, 38a</b>, 63–67, <b>63–67</b>, 71–72, 74, 93–106, 145–146, 149–<br/>           152, <b>156a</b>, 169–170, 172, 213, 241–243, 245, 249–254, 321–323,<br/>           327–332, <b>336a, 337a</b></p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           17–22, <b>38b–38g</b>, 25–30, <b>70b–70g</b>, 87–92, <b>258b–258g</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           36, <b>36, 42, 42</b>, 68, <b>68</b>, 75, <b>75</b>, 76, <b>76</b>, 108, <b>108</b>, 126, <b>126</b>, 148, <b>148</b>,<br/>           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>,<br/>           256, <b>256</b>, 304, <b>304</b>, 325, <b>325</b>, 334, <b>334</b></p> |

| Standards |  | Page References   |
|-----------|--|---|
| 7.RL.2.3: | Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot). | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>3, 4, 6, 7, 9,10, 12, 13, 14, 15, 15, 16, 16, 18a, 31, 31, 33, 35, 35, 38a, 63, 64, 66, 67, 68, 68, 70a, 93, 94, 96, 97, 99, 100, 101, 103, 106, 107, 107, 110a, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 125, 156a, 249, 250, 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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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><br/>           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>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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> |
| 7.RL.2.4  | Students are expected to build upon and continue applying concepts learned previously.                         | <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>3–14</b>, 3–14, 31–34, <b>31–34</b>, 63–67, 71–72, 74, 93–96, 145–146, 149–152, 169–170, 172, 213, <b>214a</b>, 241–245, 249–254, 321–323, 327–332</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           3–12, <b>18b–18i</b>, 17–22, <b>38b–38g</b>, 25–30, <b>70b–70g</b>, 35–42, <b>126b–126g</b>, 55–60, <b>174b–174g</b>, 87–92, <b>258b–258g</b>, 103–106, <b>306b–306e</b></p>   |

| Standards |  | Page References   |
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| RL.3      | <b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b><br>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view |   |
| 7.RL.3.1  | Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.            | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher's Edition:</b><br/>           40, 40, 41, 41, 42a, 73, 72, 73, 73, 74, 75, 75, 76, 76, 111, 112, 113, 114, 115, 116, 117, 118, 119, 121, 122, 124, 125, 125, 126b, 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</p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher's Edition:</b><br/>           39–40, 42a, 71–72, 74, 111–124, 126b, 145–146, 148a, 169–170, 172, 179–182, 214b, 241–243, 245, 321–323, 326a</p> <p><b>Close Reader/Teacher's Edition:</b><br/>           55–60, 174b–174g</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher's Edition:</b><br/>           42, 42, 73, 73, 75, 75, 76, 76, 108, 108, 126, 126, 148, 148, 171, 171, 173, 173, 179, 244, 244, 246, 246, 248, 248, 325, 325</p> |

| Standards |   | Page References  |
|-----------|---|--|
| 7.RL.3.2  | Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature. | <b>INSTRUCTION</b><br><b>Student Edition/Teacher's Edition:</b><br>154, <b>154</b> , <b>156a</b> , <b>174a</b> , <b>283</b> , <b>287</b> , <b>290</b> , <b>291</b> , <b>292</b> , <b>295</b> , <b>298</b> , 303, <b>303</b> ,<br><b>306a</b><br><br><b>APPLICATION</b><br><b>Student Edition/Teacher's Edition:</b><br><b>156a</b> , <b>174a</b> , 283–302, <b>306a</b><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher's Edition:</b><br>304, <b>304</b> , 334, <b>334</b> |

| Standards |   | Page References   |
|-----------|---|---|
| RL.4      | <b>SYNTHESIS AND CONNECTION OF IDEAS</b><br>Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning  |   |
| 7.RL.4.1  | Compare and contrast a written story, play 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). | <b>INSTRUCTION</b><br><b>Student Edition/Teacher’s Edition:</b><br>126, 126, 126a<br><br><b>APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>111–124, 126a<br><br><b>Close Reader/Teacher’s Edition:</b><br>35–42, 126b–126g<br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>126, 126   |
| 7.RL.4.2: | 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.  | <b>INSTRUCTION</b><br><b>Student Edition/Teacher’s Edition:</b><br>284, 285, 288, 289, 290, 294, 296, 297, 300, 301, 303, 303, 306a<br><br><b>APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>265–273, 275–277, 283–302, 306a<br><br><b>Close Reader/Teacher’s Edition:</b><br>103–106, 306b–306e<br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>304, 304 |

| Standards                         |  | Page References  |
|-----------------------------------|--|--|
| <b>READING: <i>Nonfiction</i></b> |  |  |
| RN.1                              | <b>LEARNING OUTCOME FOR READING NONFICTION</b><br>Read and comprehend a variety of nonfiction independently and proficiently   |  |
| 7.RN.1                            | Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range. | <b>APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>43A, 43–50, 43–50, 157A, 157–166, 157–166, 265A, 275–280, 275–280, 307A, 307–314</b><br><b>307–314, R16, R23</b><br><br><b>Close Reader/Teacher’s Edition:</b><br>13–16, <b>30b–30e</b> , 45–50, <b>144b–144g</b> , 63–66, <b>192b–192e</b> , 67–74,<br><b>212b–212g</b> , 83–86, <b>240b–240e</b> , 107–112, <b>320b–320g</b> |



| Standards |  | Page References   |
|-----------|--|---|
| RN.2      | <p><b>KEY IDEAS AND TEXTUAL SUPPORT</b><br/>           Extract and construct meaning from nonfiction texts using a range of comprehension skills</p> |   |
| 7.RN.2.1  | <p>Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>         | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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, 194, 195, 196, 202, 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</p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           43–48, 157–164, 221–228, 232a, 233–236, 240a, 265–273, 275–277, 307–312, 316a</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           13–16, 30b–30e, 31–34, 88b–88e, 45–50, 144b–144g, 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</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           50, 50, 142, 142, 190, 190, 198, 198, 210, 210, 230, 230, 238, 238, 274, 274, 278, 278, 280, 280, 314, 314</p> |

| Standards |  | Page References  |
|-----------|--|--|
| 7.RN.2.2  | Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text. | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           20, 21, 22, 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</p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           19–22, 24–26, 28, 77–84, 167–164, 201–208, 221–228, 232a, 240a, 282a, 265–273, 275–277, 307–312, 316a</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           13–16, 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</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           23, 23, 27, 27, 29, 29, 30, 30, 52a, 86, 86, 142, 142, 148, 148, 166, 166, 210, 210, 230, 230, 274, 274, 280, 280, 314, 314</p> |

| Standards |   | Page References   |
|-----------|---|---|
| 7.RN.2.3  | 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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           30, 30, 137, 138, 140, 141, 141, 144a, 157, 159, 160, 161, 162, 163, 164, 165, 165, 168a, 202, 203, 204, 205, 206, 208, 209, 209, 212a, 223, 224, 225, 226, 227, 228, 231a, 279, 279, 308, 311, 313, 313, 316a, R16–R22, R16, R18, R19, R21, R22, R23</p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           28, 137–140, 144a, 157–164, 168a, 201–208, 212a, 231a, 265–273, 316a</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           45–50, 144b–144g, 51–54, 168b–168e, 67–74, 212b–212g, 77–82, 232b–232g, 95–102, 282b–282g, 107–112, 320b–320g</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           30, 30, 50, 50, 142, 142, 166, 166, 210, 210, 280, 280, 314, 314</p> |
| RN.3      | <p><b>STRUCTURAL ELEMENTS AND ORGANIZATION</b><br/>           Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</p> |   |
| 7.RN.3.1  | Students are expected to build upon and continue applying concepts learned previously.  | <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           43–48, 157–164, 221–228, 232a, 233–236, 240a, 265–273, 275–277, 307–312, 316a</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           13–16, 30b–30e, 31–34, 88b–88e, 45–50, 144b–144g, 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</p>  |

| Standards |  | Page References   |
|-----------|--|---|
| 7.RN.3.2  | 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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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,<br/>           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</p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           20–22, 24–26, 77–84, 88a, 157–164, 168a, 192a, 193–196, 212a, 221–228, 240a, 265–273, 282a, 316a</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           13–16, 30b–30e, 31–34, 88b–88e, 51–54, 168b–168e, 67–74, 212b–212g, 77–82, 232b–232g, 95–102, 282b–282g, 107–112, 320b–320g</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           23, 23, 27, 27, 29, 29, 30, 30, 86, 86, 166, 166, 190, 190, 198, 198, 210, 210, 230, 230, 238, 238, 278, 278, 314, 314</p> |

| Standards |  | Page References  |
|-----------|--|--|
| 7.RN.3.3  | Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others. | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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>187</b>, <b>188</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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           19–22, 24–26, 28, 43–48, <b>52a</b>, <b>282a</b>, 265–273, 275–277, 307–312</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           45–50, <b>144b–144g</b>, 95–102, <b>282b–282g</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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> |

| Standards |   | Page References   |
|-----------|---|---|
| RN.4      | <p><b>SYNTHESIS AND CONNECTION OF IDEAS</b><br/>           Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas</p>  |   |
| 7.RN.4.1: | <p>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, noting instances of bias and stereotyping.</p>      | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>24, 25, 26, 27, 27, 30, 30, 186, 187, 188, 189, 189, 192a, 193, 194, 195, 196, 197, 197, 316a, R23–R29, R23, R24, R26, R28, R29</b></p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           24–26, 185–188, <b>192a</b>, 193–196, <b>316a</b></p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           13–16, <b>30b–30e</b>, 63–66, <b>192b–192e</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           27, <b>27</b>, 30, <b>30</b>, 190, <b>190</b>, 198, <b>198</b>, 238, <b>238</b></p> |
| 7.RN.4.2  | <p>Compare and contrast a print or digital 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> | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>192a</b></p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           185–188, <b>192a</b>, 317–318</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           190, <b>190</b>, 320, <b>320</b></p>   |

| Standards                  |   | Page References   |
|----------------------------|---|---|
| 7.RN.4.3                   | 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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           30, <b>30</b>, <b>30a</b>, <b>280</b>, <b>282a</b>, 303, <b>303</b>, <b>306a</b></p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           19–22, 24–26, 28, 265–273, 275–277, 283–302, <b>282a</b>, <b>306a</b></p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           95–102, <b>282b–282g</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           30, <b>30</b>, 303, <b>303</b></p>  |
| <b>READING: Vocabulary</b> |   |   |
| RV.1                       | <b>LEARNING OUTCOME FOR READING VOCABULARY</b><br>Acquire, refine, and apply vocabulary using various strategies and sources  |   |
| 7.RV.1                     | Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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> |

| Standards |   | Page References   |
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| RV.2      | <b>RV.2: VOCABULARY BUILDING</b><br>Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships   |   |
| 7.RV.2.1  | Use context to determine or clarify the meaning of words and phrases.   | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>17, 17, 51, 51, 78, 81, 87, 87, 109, 109, 117, 191, 191, 206, 212a, 231, 231, 315, 315, R55–R56, R55 |
| 7.RV.2.2  | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>109, 109, 203, 239, 239, 305, 305, R55, R55, R58–R59   |
| 7.RV.2.3  | Distinguish among the connotations of words with similar denotations.   | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>51, 51, R55, R55, R58  |
| 7.RV.2.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>17, 17, 37, 37, 70, 70, 87, 87, 167, 167, 109, 109, 199, 199, 211, 211, 281, 281, R55, R55, R56–R57  |
| 7.RV.2.5  | Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin. | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>17, 87, 87, 109, 109, 117, 155, 155, 191, 191, 211, 211, 212a, 315, 315, 335, 335, R55, R55R59–R60   |



| Standards |  | Page References   |
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| RV.3      | <p><b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b><br/>           Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</p>                      |   |
| 7.RV.3.1  | <p>Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.</p> | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>6, 36, 36, 40, 41, 41, 42a, 45, 65, 73, 73, 75, 75, 76, 76, 76a, 95, 97, 98, 103, 105, 107, 107, 117, 119, 147, 147, 148a, 150, 151, 152, 153, 153, 170, 171, 171, 173, 173, 174, 174, 214, 214, 214a, 242, 243, 244, 244, 246, 246, 247, 247, 289, 299, 321, 322, 323, 324, 324, 326a, 327, 332</b></p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           39–40, <b>42a</b>, 71–72, 74, <b>76a</b>, 145–146, <b>148a</b>, 149–152, 169–170, 172, 213, <b>214a</b>, 241–243, 245, 321–323, <b>326a</b></p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           55–60, <b>174b–174g</b>, 87–92, <b>258b–258g</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           42, <b>42</b>, 69, <b>69</b>, 73, <b>73</b>, 75, <b>75</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>, 179–182, 179, <b>179</b>, 214, <b>214, 214a</b>, 244, <b>244</b>, 246, <b>246</b>, 248, <b>248</b>, 256, <b>256</b>, 325, <b>325</b></p> |

| Standards |  | Page References   |
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| 7.RV.3.2  | Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | <p><b>INSTRUCTION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           45, 77, 78, 81, 83, 85, 85, 137, 139, 141, 141, 144a, 157, 162, 165, 165, 193, 196, 197, 197, 200a, 206, 231, 232a, 233, 235, 236, 237, 237, 240a, 312, R16, R23, R23–R29</p> <p><b>APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           77–84, 137–140, 144a, 193–196, 200a, 232a, 233–236, 240a</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           31–34, 88b–88e, 45–50, 144b–144g, 67–74, 212b–212g, 83–86, 240b–240e, 95–102, 282b–282g, 107–112, 320b–320g</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           86, 86, 142, 142, 166, 166, 190, 190, 198, 198, 238, 238</p> |
| 7.RV.3.3  | Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.  | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           143, 143, R55, R55</p>  |

| Standards      |  | Page References   |
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| <b>WRITING</b> |  |   |
| W.1            | <b>LEARNING OUTCOME FOR WRITING</b><br>Write effectively for a variety of tasks, purposes, and audiences   |   |
| 7.W.1:         | Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Writing as a Process <ul style="list-style-type: none"> <li>• Task, Purpose, and Audience</li> <li>• Writing Arguments</li> <li>• Writing Informative Texts</li> <li>• Writing Narratives</li> <li>• Using Textual Evidence</li> </ul> <b>Student Edition/Teacher’s Edition:</b><br>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> , 259–262, <b>259–262</b> , 337–340, <b>337–340</b> , 341–344, <b>341–344</b><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>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> , 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> |
| W.2            | <b>HANDWRITING</b><br>Demonstrate the ability to write legibly   |   |
| 7.W.2          | Students are expected to build upon and continue applying concepts learned previously.   | <b>APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>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> ,   |

| Standards |  | Page References  |
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| W.3       | <b>WRITING GENRES:</b><br>Develop and refine writing skills by writing for different purposes and to specific audiences or people                        |  |
| 7.W.3.1   | Write arguments in a variety of forms that –   |  |
| 7.W.3.1.a | Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.   | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Writing Arguments <ul style="list-style-type: none"> <li>• What Is a Claim?</li> <li>• Creating a Coherent Argument</li> </ul> <b>Teacher’s Edition/Student Edition:</b><br>57–60, <b>57–60</b> , 127–130, <b>127–130</b> , 215–218, <b>215–218</b> , R2–R3, <b>R2</b> , <b>R2</b><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>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>       |
| 7.W.3.1.b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Writing Arguments <ul style="list-style-type: none"> <li>• Support: Reasons and Evidence</li> </ul> Building Effective Support<br><br><b>Student Edition/Teacher’s Edition:</b><br>57–60, <b>57–60</b> , 127–130, <b>127–130</b> , 215–218, <b>215–218</b> , R2–R3, <b>R2</b><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br><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> |

| Standards |   | Page References   |
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| 7.W.3.1.c | Establish and maintain a consistent style and tone appropriate to purpose and audience.                           | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Arguments</p> <ul style="list-style-type: none"> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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> |
| 7.W.3.1.d | Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Arguments</p> <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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>                 |

| Standards |   | Page References   |
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| 7.W.3.1.e | Provide a concluding statement or section that follows from and supports the argument presented.  | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Arguments</p> <ul style="list-style-type: none"> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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>   |
| 7.W.3.2   | Write informative compositions on a variety of topics that –  |   |
| 7.W.3.2.a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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> |

| Standards |   | Page References   |
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| 7.W.3.2.b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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>   |
| 7.W.3.2.c | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Organizing Ideas</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           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> |

| Standards |   | Page References  |
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| 7.W.3.2.d | Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Precise Language and Vocabulary</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, <b>341–344</b>, 341–344, R4–R5, <b>R4</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           131–134, <b>131–134</b>, 179–182, <b>179–182</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, <b>341–344</b>, 341–344</p> |
| 7.W.3.2.e | Establish and maintain a style appropriate to purpose and audience.   | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           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><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           131–134, <b>131–134</b>, 179–182</p>   |



| Standards |  | Page References   |
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| 7.W.3.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented.     | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introductions and Conclusions</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           131–134, <b>131–134</b>, 179–182, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>,<br/>           341–344, <b>341–344</b>, R4-R5</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           131–134, <b>131–134</b>, 179–182, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>,<br/>           341–344, <b>341–344</b>, R4</p> |
| 7.W.3.3   | Write narrative compositions in a variety of forms that –  |   |
| 7.W.3.3.a | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7, <b>R6</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b></p>  |

| Standards |   | Page References  |
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| 7.W.3.3.b | Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b></p> |
| 7.W.3.3.c | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters  | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b></p>                                       |

| Standards |  | Page References  |
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| 7.W.3.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Narratives</p> <ul style="list-style-type: none"> <li>The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b></p> |
| 7.W.3.3.e | Provide an ending that follows from and reflects on the narrated experiences or events.  | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           Writing Narratives</p> <ul style="list-style-type: none"> <li>Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b>, R6–R7</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           53–56, <b>53–56</b>, 175–178, <b>175–178</b></p>       |

| Standards |  | Page References   |
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| W.4       | <b>THE WRITING PROCESS</b><br>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others   |   |
| 7.W.4     | Apply the writing process to –   |   |
| 7.W.4.a   | Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Writing as a Process <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<br><br><b>Student Edition/Teacher’s Edition:</b><br>53–56, <b>53–56</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><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>36, <b>36</b> , 53–56, <b>53–56</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> , 304, <b>304</b> , 337–340, <b>337–340</b> , 341–344, <b>341–344</b> |

| Standards |   | Page References   |
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| 7.W.4.b   | Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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> <li>•</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b><br/>           30, <b>30</b>, <b>30a</b>, 50, <b>52b</b>, 92, <b>92</b>, 230, <b>230</b>, 259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b><br/>           259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           259–262, <b>259–262</b>, 337–340, <b>337–340</b>, 341–344, <b>341–344</b></p> |

| Standards |  | Page References   |
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| W.5       | <b>THE RESEARCH PROCESS</b><br>Build knowledge about the research process and the topic under study by conducting research |   |
| 7.W.5     | Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.      | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Conducting Research <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> Evaluating Sources <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> Using Textual Evidence <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <b>Student Edition/Teacher’s Edition:</b><br><b>52b, 57–60, 57–60, 88a, 131–134, 131–134, 190, 190, 198, 198, 210, 210, 215–218, 215–218, 230, 259–262, 259–262, 280, 337–340, R8–R11, R8</b><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>57–60, 57–60, 131–134, 131–134, 190, 190, 198, 198, 210, 210, 215–218, 215–218, 230, 259–262, 259–262, 280, 337–340, 337–340</b> |
| 7.W.5.a   | Formulate a research question.   | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>259, 259, R8</b>  |

| Standards |  | Page References  |
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| 7.W.5.b   | Gather relevant information from multiple sources, using search terms effectively, and annotate sources. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/> <b>52b, 57–60, 57–60, 88a, 131–134, 131–134, 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><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>57–60, 57–60, 131–134, 131–134, 190, 190, 198, 198, 210, 210, 215–218, 215–218, 230, 259–262, 259–262, 280, 337–340, 337–340</b></p> |
| 7.W.5.c   | Assess the credibility and accuracy of each source.  | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>52b, 282a, R8, R59–R60, R73, R75</b></p>  |
| 7.W.5.d   | Quote or paraphrase the information and conclusions of others.   | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/> <b>57, 57, 88a, 216, 216, 260, 260, R8, R9</b></p>   |

| Standards |  | Page References  |
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| 7.W.5.e   | Avoid plagiarism and follow a standard format for citation.  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>57, <b>57, 88a</b> , 216, <b>216</b> , 260, <b>260</b> , R8, R9   |
| 7.W.5.f   | Present information, choosing from a variety of formats.   | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>57, <b>57, 88a</b> , 216, <b>216</b> , 260, <b>260</b>  |
| W.6       | <b>CONVENTIONS OF STANDARD ENGLISH</b><br>Demonstrate command of the conventions of standard English               |  |
| 7.W.6.1   | Demonstrate command of English grammar and usage, focusing on:   |  |
| 7.W.6.1a  | Pronouns – Students are expected to build upon and continue applying conventions learned previously.               | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>55, <b>55</b> , 56, <b>56</b> , 59, <b>59</b> , 129, <b>129</b> , 133, <b>133</b> , 177, <b>177</b> , 178, <b>178</b> , 181, <b>181</b> , 339, <b>339</b> , 340, <b>340</b> , 343, <b>343</b> , R31, R38-R41  |
| 7.W.6.1b  | Verbs –<br>Recognizing and correcting problems with subject/verb agreement.  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>55, <b>55</b> , 56, <b>56</b> , 59, <b>59</b> , 129, <b>129</b> , 133, <b>133</b> , 177, <b>177</b> , 178, <b>178</b> , 181, <b>181</b> , 339, <b>339</b> , 340, <b>340</b> , 343, R31-R32, R41, R53  |
| 7.W.6.1c  | Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>38, <b>38</b> , 55, <b>55</b> , 56, <b>56</b> , 59, <b>59</b> , 88, <b>88</b> , 129, <b>129</b> , 133, <b>133</b> , 177, <b>177</b> , 178, <b>178</b> , 181, <b>181</b> , 200, <b>200</b> , 306, <b>306</b> , 316, <b>316</b> , 339, <b>339</b> , 340, <b>340</b> , 343, <b>343</b> , R31, R43-R45, R47 |
| 7.W.6.1d  | Phrases and Clauses –<br>Recognizing and correcting misplaced and dangling modifiers.                              | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>55, <b>55</b> , 56, <b>56</b> , 59, <b>59</b> , 129, <b>129</b> , 133, <b>133</b> , 177, <b>177</b> , 178, <b>178</b> , 181, <b>181</b> , 339, <b>339</b> , 340, <b>340</b> , 343, R31, R43-R45, R47-R50  |



| Standards                     |   | Page References  |
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| 7.W.6.1e                      | Usage –<br>Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>18, 18, 156, <b>156</b> , R30, <b>R30</b> , R32, R44–R45, R46, R50–R51  |
| 7.W.6.2                       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:   |  |
| 7.W.6.2a:                     | Capitalization – Students are expected to build upon and continue applying conventions learned previously.  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>55, <b>55</b> , 59, <b>59</b> , 110, <b>110</b> , 129, <b>129</b> , 133, <b>133</b> , 177, <b>177</b> , 181, <b>181</b> , 192, <b>192</b> , 282, <b>282</b> , 324, <b>324</b> , 339, <b>339</b> , 343, <b>343</b> , R30, R36  |
| 7.W.6.2b                      | Punctuation –<br>• Using commas with subordinate clauses.   | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>52, <b>52</b> , 88, <b>88</b> , 156, <b>156</b> , 240, <b>240</b> , R48–R50   |
| 7.W.6.2c:                     | Spelling – Students are expected to build upon and continue applying conventions learned previously.  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>110, <b>110</b> , 258, <b>258</b> , R30, <b>R30</b> , R55, <b>R55</b> , R60–R63   |
| <b>SPEAKING AND LISTENING</b> |   |  |
| SL.1                          | <b>LEARNING OUTCOME FOR SPEAKING AND LISTENING</b><br>Refine and apply effective communication skills through speaking and active listening   |  |
| 7.SL.1                        | Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.                             | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>Student Edition/Teacher’s Edition:</b><br>16, <b>16</b> , 42, <b>42</b> , 57–60, <b>57–60</b> , 215–218, <b>215–218</b> , 259–262, <b>259–262</b> , 280, <b>280</b> , 320, <b>320</b> , R14–R15<br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>76, <b>76</b> , 86, <b>86</b> , 154, <b>154</b> , 166, <b>166</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> |

| Standards |  | Page References  |
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| SL.2      | DISCUSSION AND COLLABORATION<br>Refine and apply reciprocal communication skills by participating in a range of collaborative discussions  |  |
| 7.SL.2.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           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>, 302, <b>302</b>, <b>332–332</b>, R12–R13, <b>R12</b></p> <p><b>Close Reader/Teacher's Edition:</b><br/>           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>ASSESSMENT</b><br/> <b>Student Edition/Teacher's Edition:</b><br/>           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></p> |

| Standards |  | Page References  |
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| 7.SL.2.2  | Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.   | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           14, 14, 28, 28, 172, 172, 318, 318, 198, 238, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b><br/>           3–12, 18b–18i, 13–16, 30b–30e, 25–30, 45–50, 51–54, 70b–70g, 144b–144g, 168b–168e, 63–66, 192b–192e</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           76, 76</p> |
| 7.SL.2.3  | Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           198, 238, R12–R13</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher’s Edition:</b><br/>           76, 76</p>  |

| Standards |  | Page References   |
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| 7.SL.2.4  | 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><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           198, 238, R12–R13</p> <p><b>Close Reader/Teacher's Edition:</b><br/>           3–12, 18b–18i, 13–16, 30b–30e, 25–30, 70b–70g, 45–50, 144b–144g, 51–54, 168b–168e, 63–66, 192b–192e</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher's Edition:</b><br/>           76, 76</p> |
| 7.SL.2.5  | Acknowledge new information expressed by others, and consider it in relation to one's own views.   | <p><b>INSTRUCTION/APPLICATION</b><br/> <b>Digital Collections/Lessons:</b><br/>           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><br/>           198, 238, R12–R13</p> <p><b>Close Reader/Teacher's Edition:</b><br/>           51–54, 168b–168e, 63–66, 192b–192e</p> <p><b>ASSESSMENT</b><br/> <b>Student Edition/Teacher's Edition:</b><br/>           76, 76</p>  |

| Standards |  | Page References   |
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| SL.3      | <b>COMPREHENSION</b><br>Refine and apply active listening and interpretation skills using various strategies   |   |
| 7.SL.3.1  | 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. | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Analyzing and Evaluating Presentations <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Analyzing a Presentation</li> </ul> <b>Student Edition/Teacher’s Edition:</b><br><b>20, 21, 22, 23, 23, 29, 29, 30, 30, 90, 90, 91, 91, 92a, 319, 319, 320a</b><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>23, 23, 29, 29, 30, 30, 92, 92, 126, 126, 320, 320</b> |
| 7.SL.3.2  | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.   | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Analyzing and Evaluating Presentations <ul style="list-style-type: none"> <li>• Identifying a Speaker’s Claim</li> <li>• Tracing a Speaker’s Argument</li> </ul> <b>Student Edition/Teacher’s Edition:</b><br><b>23, 23, 29, 29, 30, 30, 190, 190, 192a, 200a, R14–R15, R14</b><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>23, 23, 29, 29, 30, 30, 320, 320</b>           |

| Standards |   | Page References   |
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| SL.4      | <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b><br>Refine and apply speaking skills to communicate ideas effectively in a variety of situations  |   |
| 7.SL.4.1  | 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. | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Giving a Presentation <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><br><b>Student Edition/Teacher’s Edition:</b><br>16, <b>16</b> , 42, <b>42</b> , 57–60, <b>57–60</b> , 215–218, <b>215–218</b> , 259–262, <b>259–262</b> , 280, <b>280</b> , 320, <b>320</b> , R14–R15<br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>76, <b>76</b> , 86, <b>86</b> , 154, <b>154</b> , 166, <b>166</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> |
| 7.SL.4.2  | Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.   | <b>INSTRUCTION/APPLICATION</b><br><b>Digital Collections/Lessons:</b><br>Using Media in a Presentation <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><br><b>Student Edition/Teacher’s Edition:</b><br>57–60, 215–218, 259–262, <b>259–262</b><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br><b>57–60</b> , 92, <b>92</b> , 215–218, <b>215–218</b> , 259–262, <b>259–262</b> , 320, <b>320</b>   |

| Standards             |  | Page References  |
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| 7.SL.4.3              | Students are expected to build upon and continue applying concepts learned previously.   | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>57–60, <b>57–60, 70a</b> , 215–218, <b>215–218</b> , 259–262, <b>259–262</b><br><br><b>ASSESSMENT</b><br><b>Student Edition/Teacher’s Edition:</b><br>57–60, <b>57–60</b> , 69, <b>69</b> , 76, <b>76</b> , 148, <b>148</b> , 215–218, <b>259–262</b> , 215–218, <b>259–262</b> , 280, <b>280</b> |
| <b>MEDIA LITERACY</b> |  |  |
| ML.1                  | <b>LEARNING OUTCOME FOR MEDIA LITERACY</b><br>Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes |  |
| 7.ML.1                | Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.                                 | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>23, <b>23</b> , 27, <b>27</b> , 29, <b>29</b> , 30, <b>30, 90, 91</b> , 92, <b>92, 92a</b> , 319, <b>319</b>  |
| 7.ML.2                | <b>MEDIA LITERACY</b><br>Analyze the purposes of media and the ways in which media can have influences   |  |
| 7.ML.2.1              | Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.                             | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>23, <b>23</b> , 27, <b>27</b> , 29, <b>29</b> , 30, <b>30, 90, 91</b> , 92, <b>92, 92a</b> , 319, <b>319</b>  |
| 7.ML.2.2              | Analyze the ways that the media use words and images to attract the public's attention.  | <b>INSTRUCTION/APPLICATION</b><br><b>Student Edition/Teacher’s Edition:</b><br>23, <b>23</b> , 27, <b>27</b> , 29, <b>29</b> , 30, <b>30, 90, 91</b> , 92, <b>92, 92a</b> , 319, <b>319</b>  |