

**Prentice Hall Literature, Grade 7 © 2010**  
**Correlated to:**  
**NCTE Standards for the English Language Arts**  
**(Grade 7)**

NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<i>Standards for the English Language Arts</i>	
<b>Sponsored by NCTE and IRA</b>	
<p>The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.</p>	
<p><b>1.</b> Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>The Prentice Hall Literature program exposes students to a wide range of literature, both fiction and nonfiction. Selections are organized in a variety of ways throughout the program to emphasize genre, literary elements, theme, culture, or their place in the development of literary history. Genre study frames the units as seen in the following examples:</p> <p><b><i>Genre Introductions and Literary Skills:</i></b>  Hooked on Fiction, 4–5; Elements of Fiction, 6; Literary Analysis: Narrative Text, 23; Literary analysis: Point of View, 49; Comparing Characters, 160, 818; Literary Analysis: Plot, 217; Literary analysis: conflict, 309; What is a short story?, 200–201; Elements of short stories, 202–203; Literary Analysis: Character, 249; Response to literature–writing workshop, 302–307; Literary analysis: theme, 337; What is poetry, 572–573; Poetry, elements, 574–575; Poetry, forms, 583; Literary Analysis: Figurative Language, 601; Comparing Narrative Poems, 628; Sound devices, 647; Rhyme, Rhythm, Meter, poetry, 665; Comparing imagery, 692; What is Drama, 722–723; Elements of drama, 724–725; Dialogue, 737; Characters’ Motives, 830; Dramatic Speeches, 866; What is storytelling?, 902–903; Characteristics of the Oral Tradition, 904–905; Literary Analysis: myth, 913; Comparing Universal Themes, 966; Literary Analysis: folk tale, 1007; Comparing Tone and Theme, 10</p> <p>Within each unit, literature selections are grouped according to key literary elements and themes through the Comparing Literary Works feature as seen in these examples:</p>

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<p>(Continued)</p> <p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>(Continued)</p> <p><b>Comparing Literary Works:</b> Fiction and Nonfiction, 78, 91; Characters, 160, 818; Idioms, 288; Irony, 370, 383; Biography and Autobiography, 468, 483; Humor, 536, 547; imagery, 692, 697; Dramatic Speeches, 866, 877; Compare and contrast characters, 1007; Tone and Theme, 1034, 1039</p> <p>Each unit is also framed thematically through the introduction of a <b>Big Question</b> such as this one: "<b>Community or individual—which is more important?</b>" on pages 900 and 1050" that is then explored through the literature selections themselves.</p> <p>The last unit fuses the study of culture and genre with a focus on the oral tradition. See the following pages: Universal theme (characteristics of oral tradition), 904; Comparing Universal Themes, 966–981; Writing to compare Universal Themes, 981</p> <p>In addition, Communication and Informational Text workshops provide students with opportunities to work with non-print texts in real-world contexts.</p> <p><b>Communication Workshop:</b> 188, 396, 560, 710, 890, 1054; <b>Informational Texts:</b> 72–77, 154–159, 282–287, 364–369, 462–467, 530–535, 622–627, 686–691, 812–817, 862–865, 960–965, 1028–1033</p>

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<p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>	<p>The selections in Prentice Hall Literature represent the widest possible range of cultures, literary approaches, genres, and time periods in order to reflect the complexity of human experience. Some of the authors in the grade 7 text include:</p> <p><b>Authors:</b>          Aesop, 1035, 1038          Alvarez, Julia, 131, 132          Bashō, Matsuo, 593, 596          Brooks, Gwendolyn, 675, 680          Clifton, Lucille, 61, 62          Cummings, E.E., 693, 696          Djanikian, Gregory, 629, 637          Frost, Robert, 675, 679          Hamilton, Virginia, 1009, 1010          Hughes, Langston, 611, 613          Hurston, Zora Neale, 999, 1000          Longfellow, Henry Wadsworth, 611, 614</p> <p>The <i>Literature in Context</i> feature provides background and information about the historical, cultural, and geographic context of literature selections as well as connections to a variety of disciplines such as geography, social studies and science. Examples include:</p> <p><b>Astronomy Connection:</b> Hothouse Planet, The, 106  <b>Culture Connection:</b> Matter of Luck, A, 64  <b>Fine Arts Connection:</b> Rembrandt Techniques, 418  <b>Language Connection:</b> Spanish Terms, 326  <b>Mythology Connection:</b> Gods and Goddesses, 929  <b>Science Connection:</b> Tragedy Strikes (Hindenburg crash), 15  <b>Social Studies Connection:</b> Harlem Renaissance, The, 1001, Pueblo, The, 223, Tenochtitlan, 952, Union Workhouses, 748  <b>Vocabulary Connection:</b> New English Words, 294</p> <p>The last unit fuses the study of culture and genre with a focus on the oral tradition. See the following pages: Universal theme (characteristics of oral tradition), 904; Comparing Universal Themes, 966–981; Writing to compare Universal Themes, 981.</p>

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<p><b>3.</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>	<p>Reading and vocabulary strategy instruction introduces and follows every selection, both fiction and nonfiction. For examples of key reading strategies see the following:</p> <p><b>Reading Skill:</b> Generalizations, chart to support, 364; Inferences, make: ask questions, 337, 348, 349, 352, 358, 359; Predictions, make/verify: read ahead/reread, 249, 253, 257, 263, 266, 270, 272, 274, 275, 277; Preview text before reading, 737, 769; Summarize drama, 831, 836, 841, 842, 844, 845, 846, 851, 853, 854, 857</p> <p>The <b>Informational Text Workshops</b> also introduce reading strategies and emphasize the features and structures of informational materials. For examples, please see: Informational Texts: Analyze structure and purpose, 154–159; Understand text structure and purpose, 282–287; Structure and purpose, 530–535; Main idea, 686–691; Analyze cause and effect organization, 960–965.</p> <p>Vocabulary Development and Word Study teach a variety of language development skills including using context clues, word parts, and word origins. Examples can be found on the following pages:</p> <p><b>Vocabulary Development:</b> 24, 31, 32, 45, 50, 59, 60, 67, 100, 100, 111, 111, 112, 125, 130, 137, 138, 149, 218, 225, 226, 245, 250, 257, 258, 277, 310, 319, 320, 333, 338, 343, 344, 359, 422, 429, 430, 437, 442, 449, 450, 457, 492, 497, 498, 503, 508, 515, 516, 525, 584, 591, 592, 597, 602, 609, 610, 617, 648, 648, 655, 655, 656, 661, 666, 673, 674, 681, 738, 769, 774, 807, 832, 857, 914, 921, 922, 931, 936, 943, 944, 955, 990, 997, 998, 1003, 1008, 1015, 1016, 1023</p> <p><b>Word Study,</b> 31, 45, 59, 67, 111, 125, 137, 149, 225, 245, 257, 277, 319, 333, 338, 343, 359, 422, 429, 430, 437, 449, 457, 497, 503, 515, 525, 591, 597, 602, 609, 617, 655, 661, 673, 681, 769, 807, 857, 921, 931, 943, 955, 997, 1003, 1015, 1023</p>

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<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>Students learn to develop and adjust spoken, written, and visual presentation skills through a number of workshops and assignments.</p> <p>Through the <i>Writing Workshops</i>, students learn the process of revision as can be seen on the following pages: <b>Revising:</b> 180, 388, 552, 642, 702, 882, 1044</p> <p><b>Communication Workshops</b> provide structured opportunities for students to develop and evaluate spoken and visual presentations such as these: Communications Workshop: Delivering narrative presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054</p> <p>In addition, a variety of writing, research, and listening and speaking assignments after paired selections, allow students to extend their study of literature and make connections to other real world issues. Please see the following examples:</p> <p><b>Writing:</b> Adaptation of incident, 527; Explanation, 535, 627, 965; Informative article, 247; News report, 127; Review, 1025</p> <p><b>Listening and Speaking:</b> Debate, 247, 933, 1051; Discussion, 127; Interview, 151, 557, 890; Summary, oral, 393, 396, 439</p> <p><b>Research and Technology:</b> Annotated bibliography on Peck, 21; Biographical report, 69; Scientific explanation, 619; Survey, 683; Timeline on Myers, 215</p>

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<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p><i>Writing Workshops</i> provide structure assignments that support students through each stage of the writing process including prewriting, drafting, editing and proofreading and publishing. Workshops include the following:</p> <p>Writing Workshops: Descriptive Essay, 92–97; Narration, short story, 384–391; Exposition, how-to essay, 484–489; Exposition, comparison and contrast, 548–555; Exposition, problem and solution, 640–645; Exposition, persuasive essay, 698–705; Research, multimedia report, 824–829; Exposition, cause and effect essay, 878–885; workplace writing, business letter, 982–987; Research, research report, 1040–1049</p> <p>In addition, students practice the writing process after paired literary selections with additional process-oriented assignments such as those found on the following pages:</p> <p><i>Writing:</i> Adaptation of incident, 527; Explanation, 535, 627, 965; Informative article, 247; News report, 127; Review, 1025</p>
<p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>	<p>Students use spoken, written, and visual presentation skills through a number of workshops and assignments.</p> <p><i>Communication Workshops</i> provide structured opportunities for students to develop and evaluate spoken, visual, and media presentations such as these:</p> <p>Delivering narrative presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054</p> <p>Writing assignments in the <i>Writing Workshops</i> offer students the opportunity to practice using expressive literary techniques such as figurative language and to practice working within a range of genres and structures:</p> <p>Descriptive Essay, 92–97; Narration, short story, 384–391; Exposition, how-to essay, 484–489; Exposition, comparison and contrast, 548–555; Exposition, problem and solution, 640–645; Exposition, persuasive essay, 698–705; Research, multimedia report, 824–829;</p>

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<p>(Continued)  <b>6.</b> Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>	<p>(Continued)            Exposition, cause and effect essay, 878–885; workplace writing, business letter, 982–987; Research, research report, 1040–1049</p>
<p><b>7.</b> Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>	<p>Research opportunities are provided throughout the program. Writing and communication workshops offer in-depth, step-by-step research opportunities as follows:</p> <p><b>Writing Workshop:</b> Research, multimedia report, 824–829; Research, research report, 1040–1049</p> <p><b>Communication Workshop:</b> Delivering narrative presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054</p> <p>In addition, the <b>Research and Technology</b> that follow paired reading selections offer additional research opportunities. For examples please see:</p> <p><b>Research and Technology:</b> Annotated bibliography on Peck, 21; Biographical report, 69; Scientific explanation, 619; Survey, 683; Timeline on Myers, 215</p>
<p><b>8.</b> Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p>	<p>Students learn about and use a wide variety of information sources. For examples, please see the following:</p> <p>Informational Text: Locate types of information (atlas and public document), 72– 77; Analyze structure and purpose (application and contract), 154–159; understand text structure and purpose (article and encyclopedia entry), 282–287; connecting ideas to make generalizations (website and government publication), 364–369; analyzing author’s argument (web page and textbook article), 462–467; structure and purpose (instructional manual and sign), 530–535; technical directions (technical directions and product warranty), 622–627; main idea (magazine article and educational song), 686–691; identify author’s perspective (review and interview), 812–817;</p>

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(Continued) <b>8.</b> Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	(Continued) identify bias and stereotyping (editorials), 862–865; analyze cause and effect organization (textbook article and question and answer), 960–965; analyze point of view (editorials), 1028–1033
<b>9.</b> Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	Please see the following references:  Dialect, 203, 1003  Dialogue: Peck, Richard on, 4, short story, 208, 388, 391, fiction/nonfiction, 78, 178, 183, 728, Yep, Laurence on, 723, 726, drama, 724, 729, 735, 737, 742, 745, 746, 751, 753, 757, 758, 760, 762, 764, 765, 767, 769, 866, 877, novel vs. drama, 726  Diction and word choice, 507, 512, 515, 522, 524, 525  In addition, the <i>Literature in Context</i> feature provides background and information that helps students understand the social and culture context of the language and issues represented in literature selections. For examples, please see:  <b>Fine Arts Connection:</b> <i>Dancing en Pointe</i> , 355  <b>Language Connection:</b> Spanish Terms, 326; Scientific Words from Greek Origins, 523  <b>Vocabulary Connection:</b> New English Words, 294  The last unit fuses the study of culture and genre with a focus on the oral tradition. See the following pages: Universal theme (characteristics of oral tradition), 904; Comparing Universal Themes, 966–981; Writing to compare Universal Themes, 981.

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<p>10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>Prentice Hall Literature provides teachers of English Language Learners a range of notes and assignments in the Teacher’s Edition and Teaching Resources to support language development.</p> <p><b>Vocabulary and Reading Warm-ups</b> (which are Resources referenced in the TE) provide extra support. “A” Warm-ups are for students reading two grades below grade level. “B” Warm-ups are for students reading one grade below grade level.</p> <p>In addition, the following supporting assignments and notes can be found throughout the program along the bottom of the Teacher’s Edition:</p> <ul style="list-style-type: none"> <li>• <b>Fluency (TE lesson text)</b></li> <li>• <b>Support for English Language Learners (TE lesson text)</b></li> <li>• <b>Reader’s Notebook English Learner’s Version (TE referenced resource)</b></li> </ul>
<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p><b>Communication Workshops</b> give students opportunities to develop and practice speaking skills, as well chances to discuss presentations made by their peers. Workshops include the following:</p> <p>Delivering narrative presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054</p> <p><b>Listening and Speaking</b> assignments after paired literary selections provide additional opportunities for discussion and use of listening skills as can be seen from the following assignments:</p> <p><b>Listening and Speaking:</b> Debate, 247, 933, 1051; Discussion, 127; Interview, 151, 557, 890; Summary, oral, 393, 396, 439</p> <p>Further opportunities for group work exist in the Writing Workshops in which students develop <b>Peer Review</b> skills: Peer review, use, 180, 383, 552, 702, 882, 1044</p>

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<p><b>12.</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>Students use spoken, written, and visual presentation skills through a number of workshops and assignments.</p> <p><i>Communication Workshops</i> provide structured opportunities for students to develop and evaluate spoken and visual presentations such as these: Delivering narrative presentation, 188; Delivering an Oral Summary, 396; Evaluating a Persuasive Presentation, 560; Evaluating Media and Advertisements, 710; Conducting an Interview, 890; Research Presentation, 1054</p> <p>In addition, a variety of writing, research, and listening and speaking assignments after paired selections, allow students to extend their study of literature and make connections to other real world issues. Please see the following examples:</p> <p><i>Writing:</i> Adaptation of incident, 527; Explanation, 535, 627, 965; Informative article, 247; News report, 127; Review, 1025</p> <p><i>Listening and Speaking:</i> Debate, 247, 933, 1051; Discussion, 127; Interview, 151, 557, 890; Summary, oral, 393, 396, 439</p> <p><i>Research and Technology:</i> Annotated bibliography on Peck, 21; Biographical report, 69; Scientific explanation, 619; Survey, 683; Timeline on Myers, 215</p>