



# Writer's Choice

## Grammar and Composition

Grade 7

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STANDARDS	PAGE REFERENCES
<p><b>READING</b> Word Recognition and Word Study</p>	
<p>Word Recognition</p>	
<p><b>R.WS.07.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p><b>Student Edition:</b> 658-659, 661-664 <i>Activity</i> 665 <i>Exercise #</i> 3 659, #4, #5 664 <i>Word Works</i> 665 <b>Teacher Wraparound Edition:</b> ARS 143, 250; C 659; LPR 659; T 47, 659, 663, 664</p>
<p><b>R.WS.07.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p><b>Student Edition:</b> 658-659, 661-664, 672-675, 714-715 <i>Exercise #</i> 3 659 <i>Word Works</i> 665, 676 <b>Teacher Wraparound Edition:</b> BR 658; C 659, 675; CL 679; EE 664, 674; ELL 673; LS 675; MA 658, 661; RWC 665; T 659, 663, 665, 673; TW 91, 93, 143, 189</p>

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<p><b>R.WS.07.03</b> automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p><b>Student Edition:</b> 652, 654- 656, 658 <i>Word Works</i> 657</p> <p><b>Teacher Wraparound Edition:</b> ELL 663; LPR 254</p>
<p><b>R.WS.07.04</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p><b>Student Edition:</b> 38 #3, 95 #3, 658-659</p> <p><b>Teacher Wraparound Edition:</b> ARS 34, 143; C 656, 659; LPR 659; T 659; TW 33, 34, 91, 93, 143, 145</p>
<p><b>R.WS.07.05</b> acquire and apply strategies to identify unknown words and construct meaning.</p>	<p><b>Student Edition:</b> 661-664 <i>Activity</i> 657 <i>Exercise</i> #4, #5 664 <i>Word Works</i> 657, 665</p> <p><b>Teacher Wraparound Edition:</b> BR 661; C 657, 664; CC 663; ELL 663; MA 661; RWC 665; T 655, 657, 662, 663, 665</p>
<b>Fluency</b>	
<p><b>R.WS.07.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p><b>Student Edition:</b> 32-37, 90-94, 142-147, 248-253, 298-301 <i>Talk About Reading</i> 302</p> <p><b>Teacher Wraparound Edition:</b> ARS 92, 143, 250; CC 144; CT 37, 91, 147; LE 249; T 33, 36</p>
<b>Vocabulary</b>	
<p><b>R.WS.07.07</b> in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>	<p><b>Student Edition:</b> 658-659, 664 #4, #5 <i>Word Works</i> 657</p> <p><b>Teacher Wraparound Edition:</b> BR 658; C 657, 659; LPR 659; WRW 657</p>
<b>Narrative Text</b>	
<p><b>R.NT.07.01</b> identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p><b>Student Edition:</b> 24-26, 180-182, 290-292, 771-774 <i>Write About Reading</i> 148, 254 <i>Writing Activities</i> 27, 137, 183, 293</p>

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<p><b>R.NT.07.02</b> analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>	<p><b>Student Edition:</b> 148 #1, 254 #2, 302 #2</p> <p><b>Teacher Wraparound Edition:</b> CC 92, 190; GS 147; LE 35</p>
<p><b>R.NT.07.03</b> analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p>	<p><b>Student Edition:</b> 156-157, 160</p> <p><b>Teacher Wraparound Edition:</b> BR 156; C 155; T 161</p>
<p><b>R.NT.07.04</b> analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p><b>Student Edition:</b> 7, 148 #1, 156-158, 254 #2, 302 #2</p> <p><b>Teacher Wraparound Edition:</b> CC 92, 144, 190; LE 33, 35, 37, 91, 94, 146, 189</p>
<p><b>Informational Text</b></p>	
<p><b>R.IT.07.01</b> analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p>	<p><b>Student Edition:</b> 58, 60, 164-165, 204-205, 208-209, 210, 232-233, 276, 822</p> <p><i>Cross-Curricular Activity</i> 61, 211</p> <p><i>Journal Writing</i> 205</p> <p><i>Listening and Speaking</i> 211</p> <p><i>Writing Activities</i> 61, 207, 211</p> <p><b>Teacher Wraparound Edition:</b> A 61, 211; C 167; EE 165; F 164; T 60, 115, 166, 205; TMSD 166</p>
<p><b>R.IT.07.02</b> analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p>	<p><b>Student Edition:</b> 126-129, 139, 164-167, 204-207, 208-211, 212-215, 216-219, 240-243, 266-271, 276, 295</p> <p><i>Journal Writing</i> 127</p> <p><b>Teacher Wraparound Edition:</b> JWT 127; MA 164; T 127, 165, 206, 209, 213, 217</p>
<p><b>R.IT.07.03</b> explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p><b>Student Edition:</b> 32, 114-117, 122-125, 142-147, 168-171, 238, 333-336, 349-353, 685-686, 687-688, 689-690, 694, 699-702</p> <p><i>Cross-Curricular Activity</i> 61, 285</p> <p><i>Listening and Speaking</i> 81</p> <p><i>Viewing and Representing</i> 175, 207</p> <p><b>Teacher Wraparound Edition:</b> ARS 249, 253; C 690; CT 253; EE 695; T 99, 687, 689; VR 690; WRW 334</p>

STANDARDS	PAGE REFERENCES
<b>Comprehension</b>	
<p><b>R.CM.07.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p><b>Student Edition:</b> 134-136 <i>Writing Activities</i> 137</p> <p><b>Teacher Wraparound Edition:</b> A 137, 145, 302; BR 248; EE 145; T 136</p>
<p><b>R.CM.07.02</b> retell through concise summarization grade-level narrative and informational text.</p>	<p><b>Student Edition:</b> 254 #2, 333-336, 689-690, 696-698 <i>Exercise</i> #3 690, #5 695</p> <p><b>Teacher Wraparound Edition:</b> ARS 250, 253; C 698; CL 697; CT 253; EE 695; TW 301, 694</p>
<p><b>R.CM.07.03</b> analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing, making inferences, and synthesizing.</p>	<p><b>Student Edition:</b> 95 #2, 148 #2, 224-227, 228-231, 639-642, 643-644, 645-646 <i>Compare and Contrast</i> 190 <i>Listening and Speaking</i> 297 <i>Writing Across the Curriculum</i> 39, 96</p> <p><b>Teacher Wraparound Edition:</b> ARS 250; C 644; CC 92, 190; CT 33, 35, 37, 91, 92, 146, 191, 251, 252, 253, 299, 301; LE 94, 146, 189; MA 639; T 641; TT 642; TW 301</p>
<p><b>R.CM.07.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p><b>Student Edition:</b> <i>Cross-Curricular Activity</i> 23, 61, 77, 167, 243 <i>Writing Across the Curriculum</i> 149, 193, 303</p> <p><b>Teacher Wraparound Edition:</b> C 227; EE 246; WAC 149, 193, 303</p>
<b>Metacognition</b>	
<p><b>R.MT.07.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p><b>Student Edition:</b> 208-210, 240-242 <i>Linking Writing and Literature</i> 38 <i>Writing Activities</i> 211, 243, 254</p> <p><b>Teacher Wraparound Edition:</b> C 243; JWT 241; T 33, 34, 35, 36, 37, 143, 144, 145, 253; UM 209, 210</p>

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<p><b>R.MT.07.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p><b>Student Edition:</b> 687-688, 689-690, 694-695 <i>Exercise #2</i> 688, #3 690, #5 695, <i>Writing Activities</i> 15</p> <p><b>Teacher Wraparound Edition:</b> ARS 143, 249, 250; C 695; CC 190; CL 697; EE 695; T 687, 689, 694; VR 690</p>
<p><b>Critical Standards</b></p>	
<p><b>R.CS.07.01</b> analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p><b>Student Edition:</b> 30-31, 88-89, 140-141, 186-187, 246-247, 296-297, 822 <i>Focus On Voice</i> 38 <i>Listening and Speaking</i> 239</p> <p><b>Teacher Wraparound Edition:</b> T 132</p>
<p><b>Reading Attitude</b></p>	
<p><b>R.AT.07.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p><b>Student Edition:</b> 687-688, 694-695 <i>About the Author</i> 32, 90, 142, 188, 248, 298</p> <p><b>Teacher Wraparound Edition:</b> ARS 143; C 668; GS 147; LE 143, 300; MA 4, 32, 42, 90, 97; T 687</p>
<p><b>WRITING</b></p>	
<p><b>Writing Genre</b></p>	
<p><b>W.GN.07.01</b> write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>	<p><b>Student Edition:</b> 20-22, 28-31, 156-158, 160-162, 164-166, 168-170, 172-174, 176-178, 184-187 <i>Writing Activities</i> 23, 159, 163, 167, 171, 175, 179, 207 <i>Journal Writing</i> 165 <i>Writing Across the Curriculum</i> 193</p> <p><b>Teacher Wraparound Edition:</b> C 526</p>
<p><b>W.GN.07.02</b> write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p>	<p><b>Student Edition:</b> 220-222, 232-234, 236-238, 266-268, 276, 295-296, 352, 698, 821, 831 <i>Cross-Curricular Activity</i> 61 <i>Writing Across the Curriculum</i> 303 <i>Writing Activities</i> 223, 235, 239, 269</p>

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<p><b>W.GN.07.03</b> formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>	<p><b>Student Edition:</b>  29, 51-52, 58, 60, 87, 100-101, 139, 153, 173, 185, 205, 206, 208-210, 224-226, 228-230, 232, 245-246, 295, 791-792, 825-830  <i>Cross Curricular Activity</i> 61, 137, 265, 269  <i>Journal Writing</i> 173  <i>Listening and Speaking</i> 175, 293  <i>Prewriting Tip</i> 214  <i>Using Computers</i> 207  <i>Writing Across the Curriculum</i> 255  <i>Writing Activities</i> 53, 227, 231, 235, 243</p>
<p><b>Writing Process</b></p>	
<p><b>W.PR.07.01</b> set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p><b>Student Edition:</b>  54-56, 282-284, 286-288, 329-332, 333-336, 337-340, 345-348  <i>Assignment</i> 28, 86, 138, 184, 244, 294  <i>Write About Reading</i> 38  <i>Writing Across the Curriculum</i> 39  <i>Writing Activities</i> 11, 19, 23, 27, 57, 203, 289  <b>Teacher Wraparound Edition:</b>  C 57; T 44, 55, 56, 68; UM 55; UVC 55</p>
<p><b>W.PR.07.02</b> apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p>	<p><b>Student Edition:</b>  50-53, 54-57, 173, 222  <i>Prewriting</i> 43, 47, 111-112, 185, 197-198, 245, 268, 295  <i>Writing Activities</i> 11, 23, 49, 129, 133, 159, 167, 175, 183, 203, 207, 215, 243, 269, 277  <b>Teacher Wraparound Edition:</b>  ELL 222</p>
<p><b>W.PR.07.03</b> revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p>	<p><b>Student Edition:</b>  <i>Revising</i> 30-31, 48, 66-68, 70-72, 74-76, 88, 140, 186, 296, 819-820, 821-824, 831-832  <i>Revising/Editing</i> 44  <i>Writing Activities</i> 69, 73, 77  <b>Teacher Wraparound Edition:</b>  C 73</p>

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<p><b>W.PR.07.04</b> draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p>	<p><b>Student Edition:</b>  46-48, 54-57, 62-64, 87-88, 102-103, 139, 172-174, 185-186, 222, 232-234, 245, 822  <i>Listening and Speaking</i> 159, 163  <i>Revising</i> 88  <i>Writing Activities</i> 49, 65, 85, 235, 239</p> <p><b>Teacher Wraparound Edition:</b>  C 223; CL 48; R 30; T 43, 46, 47, 68; WRW 56</p>
<p><b>W.PR.07.05</b> proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p><b>Student Edition:</b>  46-48, 78-81, 89, 106, 141, 187, 247, 297, 817-818, 819-820  <i>Editing/Proofreading</i> 31, 89, 141, 187, 247, 299  <i>Editing Tip</i> 162, 169, 217  <i>Grammar Tip</i> 283, 288  <i>Proofreading Tip</i> 119  <i>Revising/Editing</i> 6  <i>Writing Activities</i> 49, 81, 85, 235, 239</p> <p><b>Teacher Wraparound Edition:</b>  CL 48; JWT 63; MA 236; T 43, 47, 48</p>
<p><b>Personal Style</b></p>	
<p><b>W.PS.07.01</b> exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p><b>Student Edition:</b>  54-56, 114-116, 118-120, 122-124, 130-132, 822, 823  <i>Drafting Tip</i> 30  <i>Grammar Link</i> 27  <i>Using Computers</i> 281  <i>Vocabulary Tip</i> 206  <i>Writing Activities</i> 57, 117, 121, 125, 133  <i>Word Choice</i> 823</p> <p><b>Teacher Wraparound Edition:</b>  T 105</p>

STANDARDS	PAGE REFERENCES
<b>Grammar and Usage</b>	
<p><b>W.GR.07.01</b> in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>	<p><b>Student Edition:</b>  78-81, 310-313, 314-315, 316-317, 318-319, 357-377, 385-394, 407-408, 409-410, 411-412, 413-414, 415-416, 417-418, 422-425, 429-430, 431-432, 433-434, 435-436, 437-438, 439-440, 441-442, 443-448, 479-484, 817-818, 819-820  <i>Editing and Proofreading List</i> 31, 89, 141, 187, 247, 297  <i>Editing Tip</i> 169  <i>Grammar Link</i> 23, 27, 57, 81, 113, 125, 133, 167, 179, 223, 239, 243  <i>Proofreading Tip</i> 119</p> <p><b>Teacher Wraparound Edition:</b>  C 480, 484, 486; CL 488; CT 434</p>
<b>Spelling</b>	
<p><b>W.SP.07.01</b> in the context of writing, correctly spell the derivatives of bases and affixes.</p>	<p><b>Student Edition:</b>  672-675  <i>Exercise #9, #10</i> 675</p> <p><b>Teacher Wraparound Edition:</b>  BR 672; ELL 673; LS 675; MA 672; WRW 332</p>
<b>Handwriting</b>	
<p><b>W.HW.07.01</b> write neat and legible compositions.</p>	<p><b>Student Edition:</b>  31, 46-48, 82-84, 89, 107, 187  <i>Journal Writing</i> 287  <i>Writing Activities</i> 49, 85, 167, 203, 211, 235, 239</p> <p><b>Teacher Wraparound Edition:</b>  CL 48; JWT 63; MA 236; T 43, 47, 48</p>
<b>Writing Attitude</b>	
<p><b>W.AT.07.01</b> be enthusiastic about writing and learning to write.</p>	<p>The teacher can use the following student-centered writing exercises to encourage students' enthusiasm about writing.</p> <p><b>Student Edition:</b>  16-18  <i>Journal Writing</i> 9, 17, 21, 23, 25  <i>Writing Activities</i> 11, 23, 27  <i>Writing Process in Action</i> 28-31</p> <p><b>Teacher Wraparound Edition:</b>  C 11, 19; EE 30; JWT 9; T 9</p>

STANDARDS	PAGE REFERENCES
<b>S P E A K I N G</b>	
<b>Conventions</b>	
<p><b>S.CN.07.01</b> adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.</p>	<p><b>Student Edition:</b>  48, 54-56, 78-80, 216-217, 222, 238, 272, 352, 754-755, 756, 760  <i>Cross-Curricular Activity</i> 171  <i>Listening and Speaking</i> 11, 57, 125, 159, 203, 211, 215, 219, 277  <i>Writing Activities</i> 81  <i>Writing Application</i> 427, 551  <i>Writing Process in Action</i> 89  <b>Teacher Wraparound Edition:</b>  C 81, 261, 277, 285; CC 107, 112, ELL 89;  T 79, 80, 352</p>
<p><b>S.CN.07.02</b> speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>	<p><b>Student Edition:</b>  54-56, 138-141, 156-159, 756-761  <i>Cross-Curricular Activity</i> 203  <i>Listening and Speaking</i> 117, 159, 203, 215, 219  <i>Viewing and Representing</i> 159  <i>Writing Activities</i> 117, 121  <b>Teacher Wraparound Edition:</b>  C 57, 761; EE 158; LPR 658, 757; T 143; TT 57, 146, 759</p>
<p><b>S.CN.07.03</b> present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p><b>Student Edition:</b>  48, 78-80  <i>Writing Activities</i> 81  <i>Writing Application</i> 427, 551  <i>Writing Process in Action</i> 89  <b>Teacher Wraparound Edition:</b>  C 81; ELL 89; T 79, 80</p>
<b>Discourse</b>	
<p><b>S.DS.07.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p><b>Student Edition:</b>  349-353  <i>Journal Writing</i> 181  <i>Talk About Reading</i> 38, 95  <i>Write a Response</i> 183  <b>Teacher Wraparound Edition:</b>  ARS 143, 145, 253, 299; C 192, 302; CT 33, 92, 146, 189; LE 35, 143; TW 91</p>

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<p><b>S.DS.07.02</b> respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p>	<p><b>Student Edition:</b>  24-26, 32-37, 39, 90-94, 113, 134-136, 142-147, 180-182, 188-192, 248-253, 302  <i>Linking Writing and Literature</i> 38, 95, 148, 192, 254, 302  <i>Listening and Speaking</i> 137</p> <p><b>Teacher Wraparound Edition:</b>  C 302; CC 190; CT 191, 251; LE 91, 143; MA 90; T 44, 144, 299; TW 93</p>
<p><b>S.DS.07.03</b> discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p>	<p><b>Student Edition:</b>  32-37, 39, 90-94, 113, 134-136, 142-147, 180-182, 188-192  <i>Linking Writing and Literature</i> 38, 95, 148, 192, 254, 302  <i>Writing Activities</i> 137</p> <p><b>Teacher Wraparound Edition:</b>  A 38, 95, 136, 148; T 135, 136</p>
<p><b>S.DS.07.04</b> plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>	<p><b>Student Edition:</b>  54-56, 216-217, 222, 270-272, 341-344, 349-353, 752-755, 756-761, 762-763, 779-780  <i>Cross-Curricular Activity</i> 203  <i>Listening and Speaking</i> 117, 159, 203, 211, 215, 219, 269, 273, 277  <i>Viewing and Representing</i> 159  <i>Writing Activities</i> 273</p> <p><b>Teacher Wraparound Edition:</b>  C 57, 219, 269, 277, 285, 761; CL 763; LS 761; T 57, 759, 760</p>
<p><b>LISTENING &amp; VIEWING</b></p>	
<p><b>Conventions</b></p>	
<p><b>L.CN.07.01</b> distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p>	<p><b>Student Edition:</b>  271-272, 744-747</p> <p><b>Teacher Wraparound Edition:</b>  C 141; CT 251, 252, 746; ELL 272; LPR 744; LS 102, 745; T 48, 744, 745</p>

STANDARDS	PAGE REFERENCES
<p><b>L.CN.07.02</b> listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p><b>Student Edition:</b> 132, 743-745, 759-760, 766-770, 771-772, 773-776 <i>Listening and Speaking</i> 293 <i>Talk About Reading</i> 38, 95, 148, 192</p> <p><b>Teacher Wraparound Edition:</b> C 293, 747; CL 747, 760; E 45; LE 189; LPR 744; LS 745; T 744, 745, 746</p>
<p><b>Response</b></p>	
<p><b>L.RP.07.01</b> listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.</p>	<p><b>Student Edition:</b> 744-747, 771-776 <i>Journal Writing</i> 279</p> <p><b>Teacher Wraparound Edition:</b> C 187; EE 283; EL 351; RWC 291, 776; T 769; WRW 141</p>
<p><b>L.RP.07.02</b> select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p><b>Student Edition:</b> <i>Analyzing a Writer's Process</i> 155, 199, 261 <i>Analyzing the Media Connection</i> 7, 45, 113, 155, 199, 261 <i>Talk About Reading</i> 38, 95, 148, 192, 254, 302</p>
<p><b>L.RP.07.03</b> identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p>	<p><b>Student Edition:</b> 45, 54-56, 261, 743-747, 748-751, 766-770, 771-776 <i>Writing Activities</i> 57</p> <p><b>Teacher Wraparound Edition:</b> C 747, 770, 776; CT 37, 43, 746; EE 38; LS 745; T 34, 35, 744, 745, 746, 775, 776</p>
<p><b>L.RP.07.04</b> ask probing questions of speakers, focusing on claims and conclusions presented.</p>	<p><b>Student Edition:</b> 230, 694-695, 743-747, 748-751, 753, 771-772, 773-774, 774-776 <i>Listening and Speaking</i> 19, 49, 57, 81</p> <p><b>Teacher Wraparound Edition:</b> LS 745; RWC 751; T 749</p>
<p><b>L.RP.07.05</b> respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>	<p><b>Student Edition:</b> 160-162, 346 <i>Writing Activities</i> 163</p> <p><b>Teacher Wraparound Edition:</b> C 163; ELL 162; T 154, 346</p>

STANDARDS	PAGE REFERENCES
<p><b>L.RP.07.06</b> evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.</p>	<p><b>Student Edition:</b> 261, 744-745 <i>Listening and Speaking</i> 273, 277</p> <p><b>Teacher Wraparound Edition:</b> ELL 792; LPR 744; T 760</p>
<p><b>L.RP.07.07</b> identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p>	<p><b>Student Edition:</b> 261, 302 #2, 744-747, 771-772, 773-774, 774-776</p> <p><b>Teacher Wraparound Edition:</b> CT 251, 252, 300; LE 300</p>