



**Literature**<sup>™</sup>  
Indiana

*HMH Into Literature*<sup>™</sup> *Indiana*  
correlated to the  
Indiana Academic Standards  
English/Language Arts

Grade 7

**Houghton Mifflin Harcourt**  
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correlated to the

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

Standard	Description	Citations
<b>READING: <i>Literature</i></b>		
<b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b>		
<b>Read and comprehend a variety of literature independently and proficiently</b>		
<b>Learning Outcome</b>		
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.	SE: 2-3, 5-21, 25-33, 37-43, 58-67, 85, 98-99, 101-109, 125-131, 134-145, 146-159, 171, 209-215, 217-225, 228-241, 253, 279-301, 315-321, 349, 362-363, 365-377, 404-413, 414-423, 425, 455-465, 469-475, 503
<b>RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT</b>		
<b>Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</b>		
<b>Key Ideas and Support</b>		
7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE: 5, 20-21, 32-33, 42-43, 66-67, 82, 87-90, 92, 108-109, 130-131, 142, 144-145, 158, 168-169, 173, 175-176, 178, 214, 224-225, 234, 238, 240-241, 300-301, 320, 350-354, 356, 376, 412, 417, 420-423, 464-465, 474, 504, 510
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.	SE: 25-26, 28, 30-32, 42, 85, 98-99, 142, 161, 171, 217-218, 220, 222, 224, 234, 238, 240, 253, 300, 316-318, 320-321, 349, 363, 404, 412, 414, 420-423, 425, 470, 472-474, 503

Standard	Description	Citations
7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i> ).	SE: 5, 59, 101, 148, 217, 376, 455, 428
7.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b>		
<b>Structural Elements and Organization</b>		
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.	SE: 5, 7–20, 59–61, 63, 66, 101, 103–104, 106, 108, 130, 286, 376, 408, 456, 462
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.	SE: 105, 125, 128, 147, 156, 187, 222, 287, 363, 370, 376, 409, 411, 415, 417, 420, 458–460, 462–464
<b>RL.4: SYNTHESIS AND CONNECTION OF IDEAS</b> <b>Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</b>		
<b>Synthesis and Connection of Ideas</b>		
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., <i>lighting, sound, color, or camera focus and angles in a film</i> ).	SE: 146–147, 149, 162–166, 168–169
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.	SE: 476–498, 490–499, 500–501

Standard	Description	Citations
<b>READING: <i>Nonfiction</i></b>		
<b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b>		
<b>Read and comprehend a variety of nonfiction independently and proficiently</b>		
<b>Learning Outcome</b>		
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.	SE: 45–55, 70–79, 82, 113–121, 182–193, 197–205, 264–275, 305–311, 326–335, 338–343, 346, 381–389, 393–401, 436–447, 476–487, 490–497, 500–501
<b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b>		
<b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b>		
<b>Key Ideas and Textual Support</b>		
7.RN.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE: 45–46, 48, 50, 54, 82, 113–114, 117–118, 120–121, 192, 204–205, 248–251, 274–275, 310, 334, 342, 346–347, 388, 400, 446–447, 486–487, 496, 500–501
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.	SE: 45, 79, 171, 192, 253, 270–273, 310, 389, 425, 477–478, 480–481, 483–486, 496, 503
7.RN.2.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i> ).	SE: 45, 47–54, 73–77, 82, 187–188, 191–192, 202–204, 333–334, 340, 387–388, 395, 398–400, 441–446, 477, 479–486, 491–496, 501

Standard	Description	Citations
<b>RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b>		
<b>Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</b>		
<b>Structural Elements and Organization</b>		
7.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
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.	SE: 71,73–74, 76–78, 120, 267, 270, 273–274, 342, 381, 385, 393, 395, 397–399, 491–496
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.	SE: 45–47, 50, 52–54, 113–115, 117, 120, 185, 187–190, 192, 305–306, 308, 327, 339, 341, 381–383, 386–388, 436, 439–441, 445–446, 481, 486, 496, 500
<b>RN.4: SYNTHESIS AND CONNECTION OF IDEAS</b>		
<b>Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas</b>		
<b>Synthesis and Connection of Ideas</b>		
7.RN.4.1	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.	SE: 185, 187–188, 190–192, 310, 326–330, 332–334, 338–342, 346
7.RN.4.2	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., <i>how the delivery of a speech affects the impact of the words</i> ).	SE: 45–47, 50, 52–54, 113–115, 117, 120, 185, 187–190, 192, 305–306, 308, 327, 339, 341, 381–383, 386–388, 436, 439–441, 445–446, 481, 486, 496, 500
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.	SE: 326–330, 332–334, 338–339, 341–342, 346

Standard	Description	Citations
<b>READING: Vocabulary</b>		
<b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b>		
<b>Acquire, refine, and apply vocabulary using various strategies and sources</b>		
<b>Learning Outcome</b>		
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.	SE: 1, 8–11, 22, 29–30, 33–34, 43, 55–56, 67–68, 79–80, 86–87, 90, 92, 97, 109–110, 121–122, 131–132, 143, 159–160, 167, 176, 181, 193–194, 205–206, 215, 225–226, 235, 239, 249, 258, 263, 275–276, 301–302, 311–312, 321, 325, 335–336, 343–344, 354, 361, 377–378, 389–390, 401–402, 413, 421, 430, 435, 447–448, 453, 465–466, 475, 487–488, 497–498, 507–508, 510
<b>RV.2: VOCABULARY BUILDING</b>		
<b>Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships</b>		
<b>Vocabulary Building</b>		
7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	SE: 80, 110, 194, 226, 265, 271, 276, 302, 336, 390, 466, 498  Vocabulary Studio: Context Clues
7.RV.2.2	Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i> ) to better understand each of the words.	SE: 1, 97, 181, 206, 263, 361, 402, 435  Vocabulary Studio: Synonyms and Antonyms Vocabulary Studio: Analogies
7.RV.2.3	Distinguish among the connotations of words with similar denotations.	SE: 56, 243, 327–328, 335–336, 498  Vocabulary Studio: Denotation and Connotation
7.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i> ).	SE: 1, 22, 34, 68, 97, 160, 181, 263, 276, 302, 361, 378  Vocabulary Studio: Common Roots, Prefixes, and Suffixes Vocabulary Studio: Greek and Latin Word Roots

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7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i> , <i>style guide</i> ), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	SE: 1, 22, 97, 110, 122, 132, 160, 181, 206, 226, 263, 265, 271, 276, 312, 336, 344, 361, 378–379, 390, 402, 435, 448, 466, 488, 498  Vocabulary Studio: Using Reference Resources
<b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b> <b>Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>		
<b>Vocabulary in Literature and Nonfiction Texts</b>		
7.RV.3.1	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., <i>alliteration</i> ) within a story, poem, or play.	SE: 1, 6, 22, 26, 34, 37, 60, 102, 126, 132, 134–141, 144, 148, 160, 181, 197–198, 209–212, 214, 218, 226, 228–230, 234, 240–241, 280, 302, 366, 378, 404, 456, 466, 469, 473  Vocabulary Studio: Denotation and Connotation
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.	SE: 56, 72, 80, 194, 197–198, 205, 243, 327–328, 335–336, 498  Vocabulary Studio: Denotation and Connotation
7.RV.3.3	Interpret figures of speech (e.g., <i>literary</i> , <i>religious</i> , and <i>mythological allusions</i> ) in context.	SE: 197, 198, 205, 229, 240, 406, 469, 474
<b>Writing</b>		
<b>W.1: LEARNING OUTCOME FOR WRITING</b>		
<b>Write effectively for a variety of tasks, purposes, and audiences</b>		
<b>Learning Outcome</b>		
7.W.1	Writing 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.	SE: 33, 43, 55, 67, 86–92, 95, 109, 121, 131, 143, 159, 167, 179, 193, 205, 215, 225, 235, 249, 254–261, 275, 301, 311, 321, 325, 335, 343, 350–359, 377, 401, 413, 421, 426–433, 447, 465, 475, 487, 497, 504–510, 513

Standard	Description	Citations
<b>W.2: HANDWRITING</b>		
<b>Demonstrate the ability to write legibly</b>		
<b>Handwriting</b>		
7.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>W.3: WRITING GENRES</b>		
<b>Develop and refine writing skills by writing for different purposes and to specific audiences or people</b>		
<b>Argumentative</b>		
7.W.3.1	Write arguments in a variety of forms that –	
•	Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.	SE: 121, 249, 350–354, 356  Writing Studio: Writing Arguments: What Is a Claim?
•	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 121, 192, 249, 347, 350–356  Writing Studio: Evaluating Sources: Evaluating Sources for Reliability
•	Establish and maintain a consistent style and tone appropriate to purpose and audience.	SE: 350, 356  Writing Studio: Writing Arguments: Formal Style Writing Studio: Writing Arguments: Persuasive Techniques
•	Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE: 121, 161, 350, 354, 356  Writing Studio: Writing Arguments: Creating a Coherent Argument Writing Studio: Writing Arguments: Reasons and Evidence Writing Studio: Writing Arguments: Building Effective Support
•	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 121, 249, 350, 354, 356  Writing Studio: Writing Arguments: Concluding Your Argument



Standard	Description	Citations
<b>Informative</b>		
7.W.3.2	Write informative compositions on a variety of topics that –	
•	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., <i>headings</i> ), graphics (e.g., <i>charts, tables</i> ), and multimedia when useful to aiding comprehension.	SE: 33, 55, 86–90, 92, 205, 275, 447, 453, 465, 504–508, 510  Writing Studio: Writing Informative Texts: Organizing Ideas Writing Studio: Writing Informative Texts: Using Graphics and Multimedia
•	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	SE: 33, 55, 86–90, 92, 205, 275, 447, 453, 465, 504–508, 510  Writing Studio: Writing Informative Texts: Developing a Topic Writing Studio: Writing Informative Texts: Organizing Ideas
•	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 33, 55, 90, 92, 161, 504, 508, 510  Writing Studio: Writing Informative Texts: Organizing Ideas
•	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	SE: 86–87, 92, 453, 507, 510  Writing Studio: Writing Informative Texts: Precise Language and Vocabulary
•	Establish and maintain a style appropriate to purpose and audience.	SE: 55, 86–87, 90, 92, 510  Writing Studio: Writing Informative Texts: Developing a Topic Writing Studio: Writing Informative Texts: Formal Style
•	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 33, 55, 86, 90, 205, 254, 258, 260, 275, 453, 465, 504, 508, 510  Writing Studio: Writing Informative Texts: Introductions and Conclusions

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<b>Narrative</b>		
7.W.3.3	Write narrative compositions in a variety of forms that –	
•	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	SE: 159, 167, 235, 239, 254, 257–258, 260, 321, 325, 343, 377, 426–427, 429–430, 432, 453, 497  Writing Studio: Writing Informative Texts: Developing Your Topic
•	Organize an event sequence (e.g., <i>conflict</i> , <i>climax</i> , <i>resolution</i> ) 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.	SE: 159, 254, 256, 258, 260, 325, 343, 426, 428, 430, 432, 453, 497  Writing Studio: Writing Narratives: Narrative Structure
•	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE: 159, 167, 235, 239, 254–260, 321, 325, 343, 377, 426–432, 453, 497  Writing Studio: Writing Narratives: The Language of Narrative Writing Studio: Writing Narratives: Narrative Techniques
•	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 159, 167, 235, 239, 254–260, 321, 325, 343, 377, 426–432, 453, 497  Writing Studio: Writing Narratives: Narrative Techniques
•	Provide an ending that follows from and reflects on the narrated experiences or events.	SE: 159, 254, 258, 260, 321, 325, 343, 377, 426, 430, 432, 453, 497  Writing Studio: Writing Narratives: Narrative Structure

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<b>W.4: THE WRITING PROCESS</b>		
<b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>		
<b>The Writing Process</b>		
7.W.4	Apply the writing process to –	
•	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.	SE: 86–92, 254–262, 350–358, 426–432, 504–510  Writing Studio: Writing as a Process: Task, Purpose, and Audience Writing Studio: Writing as a Process: Trying a New Approach
•	Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	SE: 20, 42, 54, 66–67, 78, 83, 86–91, 108–109, 120–121, 130, 142, 158, 165, 172–176, 192–193, 204–205, 214, 224, 234, 238, 241, 248–249, 251, 254–259, 274–275, 300–301, 310, 320, 324, 334–335, 342–343, 347, 350–355, 357–358, 376–377, 388, 400–401, 412–413, 420, 426–431, 446–447, 452–453, 464–465, 474–475, 486, 496–497, 501, 504–509  Writing Studio: Producing and Publishing with Technology: Writing for the Internet Writing Studio: Producing and Publishing with Technology: Using Technology to Collaborate
<b>W.5: THE RESEARCH PROCESS</b>		
<b>Build knowledge about the research process and the topic under study by conducting research</b>		
<b>Finding, Assessing, Synthesizing, and Reporting Information</b>		
7.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	SE: 20, 32, 42, 54–55, 66, 78, 108–109, 120–121, 130, 142, 158, 166, 169, 192–193, 204, 214, 224, 234, 238, 248, 251, 274–275, 300, 310, 320, 324, 334–335, 342, 347, 376, 388, 400, 412–413, 420, 446–447, 452, 464–465, 474, 486, 496–497, 501, 504–510
•	Formulate a research question.	SE: 20, 54, 83, 108, 204, 214, 274, 342, 388, 446, 486, 496, 501, 505  Writing Studio: Conducting Research: Starting Your Research

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•	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.	SE: 32, 54, 66, 79, 83, 142, 158, 166, 204, 214, 224, 234, 238, 248, 251, 274, 300, 310, 320, 342, 347, 357, 388, 474, 486, 494, 496, 501, 504–506, 509  Writing Studio: Using Textual Evidence: Types of Sources Writing Studio: Using Textual Evidence: Taking Notes
•	Assess the credibility and accuracy of each source.	SE: 78, 158, 166, 192, 274, 310, 347, 400, 412, 420, 452, 464, 486, 505  Writing Studio: Evaluating Sources: Evaluating Sources for Usefulness Writing Studio: Evaluating Sources: Evaluating Sources for Reliability
•	Quote or paraphrase the information and conclusions of others.	SE: 86, 89–90, 92, 175–176, 347, 376, 501, 506, 508–510  Writing Studio: Using Textual Evidence: Summarizing, Paraphrasing, and Quoting
•	Avoid plagiarism and follow a standard format for citation.	SE: 501, 506, 508–510  Writing Studio: Using Textual Evidence: Summarizing, Paraphrasing, and Quoting Writing Studio: Using Textual Evidence: Attribution
•	Present information, choosing from a variety of formats.	SE: 20, 42, 54, 83, 108–109, 120–121, 130, 142, 169, 172–178, 192, 204, 214, 224, 234, 248, 251, 275, 300, 310, 320, 324, 334, 347, 357–358, 400–401, 412, 420, 446, 501, 504–512

Standard	Description	Citations
<b>W.6: CONVENTIONS OF STANDARD ENGLISH</b>		
<b>Demonstrate command of the conventions of standard English</b>		
<b>Grammar and Usage</b>		
7.W.6.1	Demonstrate command of English grammar and usage, focusing on:	
7.W.6.1a	Pronouns –  <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
7.W.6.1b	Verbs – Recognizing and correcting problems with subject/verb agreement.	SE: 102, 105, 111. 123, 227, 345, 394, 397, 404  Grammar Studio: Agreement of Subject and Verb Grammar Studio: Using Modifiers Correctly: Misplaced Modifiers
7.W.6.1c	Adjectives and Adverbs –  <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
7.W.6.1d	Phrases and Clauses –  Recognizing and correcting misplaced and dangling modifiers.	Grammar Studio: Using Modifiers Correctly: Dangling Modifiers Grammar Studio: Using Modifiers Correctly: Misplaced Modifiers
7.W.6.1e	Usage – 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.	SE: 6, 23, 90, 92, 148, 161, 178, 186, 195, 218, 227, 328, 337, 345, 382, 391, 394, 403, 510
<b>Capitalization, Punctuation, and Spelling</b>		
7.W.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
7.W.7.2a	Capitalization –  <i>Students are expected to build upon and continue applying conventions learned previously</i>	

Standard	Description	Citations
7.W.7.2b	Punctuation -	
•	Using commas with subordinate clauses.	SE: 6, 195, 218, 449
7.W.7.2c	Spelling –  <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
<b>Speaking and Listening</b>		
<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b>		
<b>Refine and apply effective communication skills through speaking and active listening</b>		
<b>Learning Outcome</b>		
7.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.	SE: 21, 79, 93–94, 143, 145, 176, 205, 215, 235, 239, 311, 335, 358, 401, 511–512
<b>SL.2: DISCUSSION AND COLLABORATION</b>		
<b>Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>		
<b>Discussion and Collaboration</b>		
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.	SE: 20–21, 33, 42–43, 54–55, 66–67, 78–79, 82–83, 108, 120, 142, 168–169, 193, 204, 214, 224–225, 234–235, 238–239, 250–251, 275, 300–301, 310–311, 320, 324–325, 334–335, 346–347, 357–358, 377, 388–389, 400–401, 412–413, 420–421, 446–447, 452–453, 465, 474, 486–487, 496, 500–501, 511–512  Speaking and Listening Studio: Participating in Collaborative Discussions: Introduction

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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.	SE: 20–21, 33, 55, 66–67, 78–79, 85, 108, 120–121, 142, 159, 171, 192–193, 204, 214, 224–225, 234, 238, 241, 253, 275, 300–301, 310, 320, 325, 334–335, 347, 349, 377, 389, 400, 412–413, 420, 425, 446–447, 465, 474, 486, 487, 496, 503, 511–512  Speaking and Listening Studio: Participating in Collaborative Discussions: Preparing for Discussion
7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SE: 21, 33, 55, 79, 94, 131, 159, 167, 177, 193, 205, 251, 347, 357–358, 413, 465, 511–512  Speaking and Listening Studio: Participating in Collaborative Discussions: Establishing and Following Procedure
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.	SE: 83, 94, 108, 121, 193, 215, 235, 241, 258, 311, 354, 358, 511–512  Speaking and Listening Studio: Participating in Collaborative Discussions: Speaking Constructively Speaking and Listening Studio: Participating in Collaborative Discussions: Listening and Responding Speaking and Listening Studio: Analyzing and Evaluating Presentations: Listening and Speaking
7.SL.2.5	Acknowledge new information expressed by others, and consider it in relation to one's own views.	SE: 33, 43, 55, 67, 79, 82–83, 94, 121, 131, 145, 168–169, 177, 193, 225, 234, 241, 251, 275, 346–347, 354, 358, 401, 423, 487, 511–512  Speaking and Listening Studio: Participating in Collaborative Discussions: Listening and Responding

Standard	Description	Citations
<b>SL.3: COMPREHENSION</b>		
<b>Refine and apply active listening and interpretation skills using various strategies</b>		
<b>Comprehension</b>		
7.SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) and explain how the ideas clarify a topic, text, or issue under study.	SE: 21, 33, 55, 67, 79, 109, 120–121, 145, 205, 224–225, 241, 275, 301, 311, 321, 357–358, 389, 400–401, 413, 420–421–423, 447, 487, 500–501, 511–512
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.	SE: 33, 177, 224–225, 334, 346, 358, 512  Speaking and Listening Studio: Analyzing and Evaluating Presentations: Identifying a Speaker’s Claim Speaking and Listening Studio: Analyzing and Evaluating Presentations: Tracing a Speaker’s Argument
<b>SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
<b>Refine and apply speaking skills to communicate ideas effectively in a variety of situations</b>		
<b>Presentation of Knowledge and Ideas</b>		
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.	SE: 33, 79, 83, 93–94, 109, 121, 145, 169, 172–178, 192–193, 205, 224–225, 241, 249, 275, 301, 310, 320, 325, 343, 347, 355, 357–358, 377, 389, 401, 413, 421, 423, 446, 453, 465, 501, 511–512  Speaking and Listening Studio: Giving a Presentation: The Content of Your Presentation Speaking and Listening Studio: Giving a Presentation: Delivering Your Presentation



Standard	Description	Citations
7.SL.4.2	Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	SE: 109, 121, 145, 172–178, 204, 241, 275, 301, 401, 423, 452, 501  Speaking and Listening Studio: Using Media in a Presentation: Types of Media: Audio, Video, and Images Speaking and Listening Studio: Using Media in a Presentation: Practicing Your Presentation
7.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
<b>Media Literacy</b>		
<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b>		
<b>Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes</b>		
<b>Learning Outcome</b>		
7.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	Representative Pages SE: 2–20, 45–54, 70–78, 113–120, 146–158, 209–214, 246–248, 279–300, 322–324, 329–334, 381–388, 404–412, 450–452, 476–486
<b>ML.2: MEDIA LITERACY</b>		
<b>Analyze the purposes of media and the ways in which media can have influences</b>		
<b>Media Literacy</b>		
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.	SE: 93–94, 120–121, 162–166, 242–248, 250, 322–324, 450–452  Speaking and Listening Studio: Analyzing and Evaluating Presentations: Analyzing a Presentation
7.ML.2.2	Analyze the ways that the media use words and images to attract the public's attention.	SE: 115–121, 242–248, 250, 322–324  Speaking and Listening Studio: Analyzing and Evaluating Presentations: Analyzing a Presentation