

**McDougal Littell
Bridges to Literature
Level II**

correlated to the

**Alaska
Reading and Writing Performance Standards
Grade 7**

Reading Performance Standards
(Grade Level Expectations)
Grade 7

R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. E.B.1	
The student uses strategies to decode or comprehend the meaning of words in text by	
[7] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)	TE: T96-T97, T98, T102, T105, T132-T133, T134, T135, T137, T140, T163, T164, T165, T167, T170, T180, T187, T188, T189, T192, T195, T245, T246, T247, T249, T250, T253, T256, T288-T289, T290, T291, T294, T297, T315, T316, T370, T418-T419, T420, T421, T422, T424, T427, T496-T497, T503, T529, T602-T603, T604, T606-T607, T622-T623

*Assumes an increasing level of writing skill applications

PE=Pupil's Edition
TE=Teacher's Edition
WB=SkillBuilder Workbook

<p>[7] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g. <i>deja vu</i>), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g. dictionaries, glossaries, thesauruses)</p>	<p>TE: T26, T27, T28, T29, T30, T31, T33, T36, T54-T55, T56, T57, T58, T59, T60, T63, T66, T99, T108-T109, T110, T112, T114, T117, T121, T122, T123, T124, T126, T129, T148, T175, T176, T177, T178, T180, T183, T261, T262, T266, T269, T272-T273, T274, T275, T280, T283, T301, T302, T303, T304, T305, T308, T311, T315, T316, T318, T321, T338-T339, T358, T433, T434, T442-T443, T444, T445, T446, T449, T452, T458-T459, T460, T464, T467, T484, T485, T486, T487, T490, T510-T511, T512, T513, T514, T516, T519, T560, T562, T563, T598-T601, T614</p>
<p>[7] 3.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies</p>	<p>TE: T126, T180, T272-T273, T274, T276, T277, T278, T280, T283, T338-T339, T340, T341, T342, T344, T347, T430-T431, T432, T436, T439, T441, T470-T471, T472, T473, T474, T476, T479, T610-T611, T664</p>
<p>[7] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous)</p>	<p>TE: T13, T14, T15, T19, T22, T109, T153, T338-T339, T340, T341, T342, T344, T347, T350-T351, T358, T361, T430-T431, T432, T436, T439, T441, T482-T483, T484, T487, T490, T493, T610-T611</p>

<p>[7] 3.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading difficult or relevant material)* (L)</p>	<p>PE: 7, 9, 10, 11, 12, 16, 18, 19, 20, 21, 22, 27, 29, 30, 38, 39, 41, 42, 44, 47, 48, 66, 71, 76, 82, 86, 100, 101, 103, 116, 124, 129, 131, 132, 140, 141, 144, 150, 151, 153, 154, 156, 157, 158, 159, 162, 163, 164, 166, 171, 176, 181, 182, 186, 191, 192, 200, 201, 203, 206, 215, 217, 221, 222, 224, 238, 248, 258, 270, 273, 275, 276, 300, 302, 303, 304, 310, 312, 317, 319, 320, 322, 332, 337, 339, 344, 348, 350, 358, 361, 366, 367, 369, 371, 376, 377, 379, 380, 383, 386, 388, 389, 390, 391, 392, 399, 401, 404, 408, 412, 416, 417, 419, 420, 427, 430</p> <p>TE: T14, T15, T16, T17, T28, T29, T30, T31, T42, T43, T44, T56, T57, T58, T59, T61, T98, T100, T109, T111, T122, T123, T124, T149, T150, T154, T164, T165, T178, T188, T189, T190, T203, T205, T216, T217, T218, T219, T220, T222, T223, T224, T235, T246, T247, T248, T249, T250, T251, T262, T263, T275, T276, T278, T291, T292, T302, T303, T304, T327, T341, T354, T372, T373, T374, T375, T421, T422, T433, T434, T444, T445, T446, T447, T462, T472, T473, T484, T486, T487, T499, T500, T512, T513, T514, T526, T527, T528, T529, T530, T531, T532, T533, T534, T545, T546, T547, T548, T550, T560, T562, T563, T564, T567, T569, T580-T581</p>
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*Assumes an increasing level of writing skill applications

R3.2 Rehearse and read texts aloud to an audience, in performances such as readers' theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1	
The student reads texts aloud by	
[7] 3.2.1 Orally interpreting short stories, poetry, and drama to an audience (L)	PE: 16, 150, 156, 159, 162, 322 TE: T25, T69, T76, T80, T173, T259, T383, T387, T389, T391, T392, T400, T407, T409, T410, T455
[7] 3.2.2 Reading aloud short factual information (e.g., reports, articles) (L)	TE: T173, T455
R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3	
The student restates/summarizes and connects information by	
[7] 3.3.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text*	PE: 125, 233 TE: T45, T59, T150, T165, T178, T222, T315, T316, T317, T320, T374, T462, T473, T546, T560

*Assumes an increasing level of writing skill applications

<p>[7] 3.3.2 Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information</p>	<p>PE: 13, 23, 35, 49, 61, 103, 104, 111, 116, 133, 143, 146, 167, 173, 187, 206, 217, 251, 267, 283, 285, 287, 293, 305, 312, 313, 317, 340, 393, 409, 431</p> <p>TE: T14, T17, T28, T29, T30, T31, T32, T34, T46, T56, T57, T60, T61, T77, T89, T112, T124, T148, T149, T150, T151, T152, T153, T154, T155, T157, T164, T165, T176, T178, T179, T181, T189, T190, T203, T204, T206, T207, T209, T216, T217, T218, T219, T220, T224, T236, T246, T247, T248, T249, T251, T252, T254, T263, T275, T278, T290, T291, T292, T293, T295, T302, T304, T305, T307, T309, T327, T341, T342, T355, T366, T373, T388, T393, T397, T406, T422, T434, T444, T447, T461, T472, T474, T475, T478, T499, T528, T531, T534, T544, T545, T546, T547, T548, T549, T550, T564, T569, T640-T642</p>
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<p>[7] 3.3.3 Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)</p>	<p>PE: 5, 15, 25, 37, 52, 54, 56, 58, 60, 65, 73, 81, 89, 97, 113, 119, 127, 137, 149, 170, 175, 189, 197, 211, 219, 230, 235, 245, 253, 265, 269, 281, 284, 286, 288, 291, 294, 299, 307, 315, 327, 335, 343, 355, 365, 375, 395, 411</p> <p>TE: T13, T27, T41, T55, T72, T76, T80, T84, T88, T97, T109, T121, T133, T147, T163, T175, T187, T201, T215, T234, T245, T261, T273, T289, T301, T314, T325, T339, T351, T365, T371, T387, T392, T396, T400, T405, T410, T419, T431, T443, T459, T471, T483, T497, T511, T525, T543, T559</p>
<p>R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2</p>	
<p>The student demonstrates an understanding of main ideas/arguments by</p>	
<p>[7] 3.4.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)</p>	<p>PE: 78, 233, 263, 333, 371</p> <p>TE: T110, T112, T113, T115, T135, T326, T328, T329, T331, T352, T354, T460, T461, T462, T463, T465, T466, T484, T485, T486, T488, T489, T491, T625-T628</p>

<p>[7] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p>	<p>PE: 35, 49, 71, 78, 93, 111, 125, 173, 187, 195, 206, 229, 233, 251, 263, 267, 287, 305, 322, 327, 333, 340, 371, 393 TE: T16, T17, T28, T42, T46, T98, T99, T100, T110, T112, T113, T115, T122, T124, T125, T128, T135, T149, T154, T176, T177, T178, T188, T235, T236, T246, T247, T250, T251, T274, T275, T276, T278, T303, T306, T326, T327, T328, T329, T331, T342, T352, T354, T374, T375, T421, T422, T447, T460, T461, T462, T463, T465, T466, T474, T484, T485, T486, T488, T489, T491, T500, T501, T512, T514, T526, T527, T530, T531, T532, T533, T534, T547, T548, T549, T562, T563, T564, T566, T625-T628</p>
<p>[7] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts</p>	<p>PE: 287 TE: T93, T165, T206, T278, T397, T447, T474, T501</p>

*Assumes an increasing level of writing skill applications

<p>[7] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)</p>	<p>PE: 5, 15, 25, 37, 52, 54, 56, 58, 60, 65, 73, 81, 89, 97, 113, 119, 127, 137, 149, 170, 175, 189, 197, 211, 219, 230, 235, 245, 253, 265, 269, 281, 284, 286, 288, 291, 294, 307, 315, 335, 343, 355, 365, 375, 395, 411, 434-435</p> <p>TE: T13, T15, T16, T27, T41, T55, T57, T72, T76, T80, T84, T88, T97, T109, T121, T133, T147, T163, T175, T187, T201, T215, T234, T245, T261, T273, T289, T301, T314, T325, T339, T351, T365, T387, T392, T396, T400, T405, T410, T419, T431, T443, T459, T471, T483, T497, T511, T525, T543, T559, T561, T580</p>
<p>R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2</p>	
<p>The student follows multi-step directions by</p>	
<p>[7] 3.5.1 Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question) (L)</p>	<p>WB: 194-196</p>
<p>[7] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)</p>	<p>WB: 195-196</p>

R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. E.B.2	
The student analyzes and evaluates conventions and techniques of genres by	
[7] 3.6.1 Identifying or analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story	<p>PE: 5, 15, 25, 37, 62, 65, 73, 81, 89, 113, 134, 137, 144, 168, 170, 197, 208, 211, 219, 235, 242, 245, 253, 265, 269, 296, 298, 307, 365, 439, 441, 442-443, 444-445</p> <p>TE: T11, T13, T27, T41, T45, T55, T60, T71, T95, T97, T98, T110, T111, T112, T121, T122, T133, T134, T144, T145, T162, T163, T176, T177, T201, T202, T207, T210, T223, T234, T236, T273, T274, T287, T289, T290, T293, T296, T314, T315, T325, T326, T327, T328, T329, T332, T339, T352, T355, T371, T385, T417, T419, T420, T431, T432, T443, T444, T472, T497, T511, T513, T582-T585</p>
[7] 3.6.2 Identifying or analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction	<p>PE: 50, 52, 53, 54, 56, 58, 59, 137, 149, 278, 288, 289, 444-445</p> <p>TE: T44, T72, T73, T74, T75, T76, T77, T78, T79, T80, T81, T82, T83, T84, T85, T86, T87, T149, T152, T154, T189, T203, T206, T207, T215, T216, T219, T220, T225, T228, T249, T250, T251, T291, T292, T400, T401, T402, T403, T532, T583, T585</p>

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R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2	
The student analyzes and evaluates literary elements and devices by	
[7] 3.7.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme	<p>PE: 12, 116, 162, 214, 241, 371, 409, 434, 436</p> <p>TE: T14, T15, T16, T17, T18, T20, T42, T43, T123, T154, T165, T190, T222, T249, T250, T263, T274, T275, T276, T278, T279, T281, T291, T340, T341, T342, T343, T345, T514, T529, T547, T549, T565, T568, T643-T645</p>
[7] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors	<p>PE: 50, 52, 53, 54, 56, 58, 59, 137, 149, 278, 288, 289, 444-445</p> <p>TE: T44, T72, T73, T74, T75, T76, T77, T78, T79, T80, T81, T82, T83, T84, T85, T86, T87, T149, T152, T154, T189, T203, T206, T207, T215, T216, T219, T220, T225, T228, T249, T250, T251, T291, T292, T400, T401, T402, T403, T532, T583, T585</p> <p>On these pages, students study literary devices.</p>

<p>[7] 3.7.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme</p>	<p>PE: 15, 23, 25, 37, 49, 52, 53, 55, 60, 61, 111, 127, 133, 137, 146, 167, 175, 187, 195, 217, 219, 229, 251, 263, 277, 283, 285, 287, 291, 293, 305, 322, 362, 371, 375, 393, 409, 438-439</p> <p>TE: T14, T15, T16, T17, T18, T21, T28, T29, T30, T31, T32, T35, T42, T43, T44, T45, T46, T47, T50, T56, T57, T58, T60, T61, T62, T65, T72, T73, T88, T89, T90, T91, T148, T150, T151, T153, T155, T158, T164, T166, T169, T188, T189, T190, T191, T194, T202, T207, T215, T216, T218, T222, T223, T224, T225, T235, T237, T240, T244, T245, T246, T248, T249, T250, T251, T252, T255, T261, T262, T263, T264, T265, T268, T274, T275, T278, T279, T282, T290, T302, T303, T304, T305, T306, T307, T310, T341, T342, T352, T354, T355, T356, T357, T360, T366, T372, T373, T374, T375, T376, T379, T388, T392, T393, T394, T395, T397, T401, T405, T406, T407, T408, T411, T421, T498, T499, T500, T501, T502, T505, T512, T513, T514, T515, T518, T526, T527, T528, T529, T530, T531, T532, T533, T534, T535, T538, T544, T546, T547, T549, T550, T551, T554, T560, T561, T562, T564, T565, T566, T567, T568, T569, T570, T573, T582, T649-T652, T662-T663</p>
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*Assumes an increasing level of writing skill applications

R3.8 a. Differentiate between fact and opinion in text. b. Analyze an author’s purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2	
The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by	
[7] 3.8.1 Identifying bias/propaganda by citing textual evidence*	PE: 431 TE: T153, T417, T444, T446, T447, T448, T450
[7] 3.8.2 Identifying or analyzing author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence	PE: 195 TE: T31, T164, T165, T166, T168, T176, T179, T182, T354, T420, T422, T423, T426
R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. E.B.3	
The student connects themes by	
[7] 3.9.1 Locating evidence within the text to make connections to an author’s message, theme, or purpose	PE: 55, 60, 61, 133, 195, 278, 283, 284, 285, 287, 291, 293, 371, 393, 438-439 TE: T31, T46, T88, T89, T90, T91, T150, T164, T165, T166, T168, T176, T179, T182, T190, T262, T264, T265, T268, T304, T354, T372, T375, T376, T379, T388, T392, T393, T394, T395, T397, T401, T405, T406, T407, T408, T411, T420, T422, T423, T426, T514, T526, T532, T534, T535, T538
[7] 3.9.2 Utilizing textual evidence to make thematic connections between texts	PE: 287 TE: T93, T397

*Assumes an increasing level of writing skill applications

<p>[7] 3.9.3 Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)</p>	<p>PE: 55, 60, 61, 133, 278, 283, 284, 285, 287, 291, 293, 371, 393, 438-439 TE: T46, T88, T89, T90, T91, T150, T190, T262, T264, T265, T268, T304, T372, T375, T376, T379, T388, T392, T393, T394, T395, T397, T401, T405, T406, T407, T408, T411, T514, T526, T532, T534, T535, T538</p>
<p>R3.10 Compare and contrast how texts reflect historical and cultural influences. E.E.1</p>	
<p>The student connects and evaluates cultural influences/events by</p>	
<p>[7] 3.10.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., creation stories) (L)</p>	<p>PE: 72-78, 79, 112-116, 117, 136-146, 147, 196-206, 207, 287, 314-322, 323, 334-340, 341, 354-362, 363 TE: T93, T108-T111, T112, T162-T164, T165, T200-T205, T206, T272-T277, T278, T397, T442-T446, T447, T470-T473, T474, T496-T500, T501 These selections and their accompanying related reading selections encourage students to connect, compare, and contrast ideas across texts and cultures.</p>
<p>[7] 3.10.2 Analyzing the effects of historical or cultural influences/events on texts (L)</p>	<p>PE: 5, 15, 25, 37, 81, 113, 137, 211, 219, 230, 235, 245, 286, 294, 299, 315, 335, 343, 355, 365, 375 TE: T13, T27, T41, T55, T121, T163, T201, T289, T301, T314, T325, T339, T396, T410, T419, T443, T471, T483, T497, T511, T525</p>

*Assumes an increasing level of writing skill applications

Writing Performance Standards
 (Grade Level Expectations)
 Grade 7

W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1	
The student writes about a topic by	
[7] 3.1.1 Writing a thesis statement that identifies the focus or controlling idea for the entire composition	WB: 168
[7] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement	WB: 163, 169, 175, 190, 193, 196
[7] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases	WB: 162, 167-168, 174, 180, 183, 188-189
[7] 3.1.4 Writing a conclusion that supports the thesis or summarizes the main ideas	WB: 162, 167-168, 174, 180, 183, 188-189

*Assumes an increasing level of writing skill applications

W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4	
The student writes for a variety of purposes and audiences by	
[7] 3.2.1 Writing a narrative using setting and character to advance the plot (L)	WB: 161-163, 176-178, 182-184
[7] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe	TE: T130, T292, T434, T540 WB: 164-166, 170-172, 188-190, 191-193, 194-196
[7] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, and/or newsletters) (L)	TE: T23, T37, T160, T278, T334, T550 WB: 185-187
[7] 3.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports*(L)	TE: T312, T494, T520
W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2	
The student writes and edits using conventions of Standard English by	
[7] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing	WB: 163, 169, 196, 198-199
[7] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)	WB: 166

*Assumes an increasing level of writing skill applications

[7] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)	WB: 172, 187, 207
[7] 3.3.4 Applying rules of capitalization (e.g., titles and proper nouns)	WB: 169
[7] 3.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)	WB: 178, 181, 184, 200-201, 202, 203, 204, 205, 206
W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5 b. Form and explain own standards or judgments of quality writing. E.A.8	
The student revises writing by	
[7] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)	WB: 162, 163, 169, 193, 196
[7] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)	WB: 163, 166, 169, 172, 175, 178, 181, 184, 187, 190, 193, 196
[7] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing	WB: 169
[7] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed	WB: 168, 174, 180, 183, 189, 192

*Assumes an increasing level of writing skill applications

<p>[7] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)</p>	<p>WB: 181</p>
<p>[7] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)</p>	<p>PE: 446-457 TE: T134, T135, T137, T146-T147, T148, T149, T150, T152, T156, T159, T188, T217, T257, T315, T316, T434, T476, T490, T497 WB: 42, 71, 191-193</p>
<p>W3.5 List and document sources using a given format. E.D.3</p>	
<p>The student documents sources by</p>	
<p>[7] 3.5.1 Giving credit for others' ideas, images and multimedia information by citing sources, including author, title, and publishing information (using simplified MLA or APA style) (L)</p>	<p>WB: 191-193 On these pages students write reports and check sources.</p>
<p>W3.6 Compose and edit a composition with a word processing program. E.A.7</p>	
<p>The student uses resources by</p>	
<p>[7] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p>	<p>PE: 446-457 TE: T134, T135, T137, T146-T147, T148, T149, T150, T152, T156, T159, T188, T217, T257, T315, T316, T434, T476, T490, T497 WB: 42, 71 These pages explore dictionary/glossary.</p>

*Assumes an increasing level of writing skill applications

<p>[7] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words (L)</p>	<p>TE: T126, T180, T272-T273, T274, T276, T277, T278, T283, T664 WB: 35, 78 On these pages, students study synonyms.</p>
<p>[7] 3.6.3 Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)</p>	<p>WB: 167, 191-193 On these pages, students use the computer to compile research.</p>