

**CORRELATION OF ON THE RECORD TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 7**

**Common Core State Standards**

**Grade 7**

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| <p><b>Reading: Literature</b><br/><b>Key Ideas and Details</b></p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>   | <p>N/A • <u>On the Record</u> is a nonfiction program.</p>  |
| <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> | <p>N/A • <u>On the Record</u> is a nonfiction program.</p>  |
| <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>8. (Not applicable to literature)</p> <p>9. 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.</p>                  | <p>N/A • <u>On the Record</u> is a nonfiction program.</p>  |
| <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>  | <p>N/A • <u>On the Record</u> is a nonfiction program.</p>  |
| <p><b>Reading: Informational Text</b><br/><b>Key Ideas and Details</b></p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the</p>  | <p>Through high-quality nonfiction and extensive teaching resources, <u>On the Record</u> is designed to teach the close-reading and analytical skills that students need to read and understand a wide range of texts. Comprehension skills are addressed and delivered in the following ways:</p> |

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text.  
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- Chapter-by-chapter discussion questions require students to think analytically and to support their answers with text based evidence.
- Slide shows for each learning platform and book build background to increase comprehension
- The Big 5 questions engage the whole class in debate, encouraging students to take a stand on the core issues of the books.
- Activities for each Lead Book profile require students to work independently or in small groups to find text-based evidence for analytical questions.
- The *Teacher’s Guide* offers direct instruction for developing comprehension skills, with opportunities to apply the skills in the *Reader’s Handbook*.
- Stretch Texts accompany each book. These complex, texts include a range of nonfiction text types, including critical reviews, excerpts from speeches and memoirs, and nonfiction articles. These rigorous texts challenge students to build higher-level comprehension skills.
- Comprehension Checks provide assessment opportunities for each of the Lead Books and Reader’s Choice Books as well as for each Stretch Text.

*Family Ties*: “A Father’s Secret”; Reader’s Handbook :Comprehension Focus: Read for Details, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book

*Family Ties*: “A Mother’s Ghosts”; Reader’s Handbook: Comprehension Focus: Summarize, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book

*Family Ties*: Reader’s Handbook, Comprehension Check

*Life and Death*: “Moment of Truth”; Reader’s Handbook: Comprehension Focus: Compare and Contrast, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book

*Life and Death*: “Bird in a Cage”; Reader’s Handbook: Comprehension Focus: Follow Sequence of Events; Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book

*Life and Death*: Reader’s Handbook, Comprehension Check

*State of Emergency*: “Picturing Katrina”; Reader’s Handbook: Comprehension Focus: Synthesize Information, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book

*State of Emergency*: “Bearing Witness”; Reader’s Handbook: Comprehension Focus: Understand Cause and Effect, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book

*State of Emergency*: Reader’s Handbook, Comprehension Check

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|  | <p><i>Reporting Live</i>: “Train of Death”; Reader’s Handbook: Comprehension Focus: Make Inferences, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book</p> <p><i>Reporting Live</i>: “At the Tip of the Spear”; Reader’s Handbook: Comprehension Focus: Identify Problem and Solution, Close Reading: Analyze Text (Cite Text Evidence); Discuss the Lead Book Slide Show; Preview Lead Book</p> <p><i>Reporting Live</i>: Reader’s Handbook, Comprehension Check</p> <p><i>Animal Instincts</i>: “Alpha Dog”; Reader’s Handbook: Zoom In, Analyze a Character, Dig Deep</p> <p><i>Animal Instincts</i>: “Breaking Through”; Reader’s Handbook: Zoom In, Cause and Effects, Dig Deep</p> <p><i>Found Guilty</i>: “Long Road to Justice”; Reader’s Handbook: Zoom In, Who/What/When/Where/Why/How, Dig Deep</p> <p><i>Found Guilty</i>: “The Pact”; Reader’s Handbook: Zoom In, Main Ideas and Details, Dig Deep</p> <p><i>In the Margins</i>: “No Reservation: Reader’s Handbook: Zoom In, Problems and Solutions, Dig Deep</p> <p><i>In the Margins</i>: “Writing Home”; Reader’s Handbook: Zoom In, Compare and Contrast, Dig Deep</p> <p><i>Never Say Die</i>: “Beyond the Brink,” Reader’s Handbook: Zoom In, Survival Plan, Dig Deep</p> <p><i>Never Say Die</i>: “Escape from Blue John Canyon”: Reader’s Handbook: Zoom In, Tools for Survival, Dig Deep</p> <p><i>Planting Seeds</i>: “A Healthy Obsession”: Reader’s Handbook: Zoom In, Problems and Solutions, Dig Deep</p> <p><i>Planting Seeds</i>: “Woman Warrior”; Reader’s Handbook: Zoom In, Turning Points, Dig Deep</p> <p><i>P.O.W.</i>: “Caged,”: Reader’s Handbook: Zoom In, Timeline, Dig Deep</p> <p><i>P.O.W.</i>: “In Enemy Hands”: Reader’s Handbook: Zoom In, A Life Turned Upside Down, Dig Deep</p> <p><i>Schooled</i>: “The Long Comeback”: Reader’s Handbook: Zoom In, Character Web, Dig Deep</p> <p><i>Schooled</i>: “Taking It to the Hoop”: Reader’s Handbook: Zoom In, Second Chances, Dig Deep</p> <p><i>Sky High</i>: “Star Power”: Reader’s Handbook: Zoom In, A Web of Influence, Dig Deep</p> <p><i>Sky High</i>: “Touch the Sky”: Reader’s Handbook: Zoom In, Track Irving’s Flight, Dig Deep</p> |
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|   | <p>The <i>Teacher’s Guide</i> offers an instructional routine for analyzing the Stretch Texts, and Think-Alouds for modeling comprehension strategies while directing students’ attention to specific details in the text.</p>  |
| <p><b>Craft and Structure</b><br/>         4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.<br/>         5. 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.<br/>         6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> | <p>All Reader’s Handbooks for the Lead Books, Reader’s Choice and Stretch Books titles contain Acquire Academic &amp; Content Vocabulary and a Vocabulary Check page.</p> <p>All Reader’s Handbooks for each Reader’s Choice and Stretch Books titles contain Target Word Webs that encourage students to acquire vocabulary related to the theme of each profile while creating associations to help them retain their knowledge.</p> <p><i>Family Ties</i>: “A Mother’s Ghosts”; Reader’s Handbook: Writing Focus; Use Details<br/> <i>Family Ties</i>: Reader’s Handbook, Comprehension Check<br/> <i>Life and Death</i>: “Moment of Truth”; Reader’s Handbook: Writing Focus; Create the Lead<br/> <i>Life and Death</i>: “Bird in a Cage”; Reader’s Handbook: Comprehension Focus: Follow Sequence of Events<br/> <i>State of Emergency</i>: “Picturing Katrina”; Reader’s Handbook: Writing Focus; Establish a Tone<br/> <i>State of Emergency</i>: “Bearing Witness”; Reader’s Handbook: Comprehension Focus: Understand Cause and Effect,<br/> <i>State of Emergency</i>: Reader’s Handbook, Comprehension Check<br/> <i>Reporting Live</i>: “Train of Death”; Reader’s Handbook: Comprehension Focus: Make Inferences, Writing Focus, Use Specific and Accurate Words<br/> <i>Reporting Live</i>: “At the Tip of the Spear”; Reader’s Handbook: Comprehension Focus: Identify Problem and Solution</p> |
| <p><b>Integration of Knowledge and Ideas</b><br/>         7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).<br/>         8. 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.</p>   | <p>Each <i>On the Record</i> Lead Book and Reader’s Choice title has a PowerPoint slide show (CD-Rom) that offers previews for each book, engaging readers and highlighting platform connections.<br/>         The Reader’s Handbook for each Lead Book contains a Discuss the Lead Book Slide Show section which engages the class in discussion.</p> <p>Stretch Texts are available on the Teacher’s Resources CD to print and</p>  |

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| <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>  | <p>distribute to students, and can be used for whole-class exploration on the Interactive White Board (IWB). Work sheets from the <i>Reader’s Handbooks</i> are available on the Teacher’s Resources CD for IWB use, with possible responses suggested in the <i>Teacher’s Guide</i>.</p> <p>Every Lead Book contains in the Reader’s Handbook an Analyze Text and a Cite Text Evidence section. The tasks in this section provide text-dependent questions that require students to read closely and cite evidence.</p> <p><i>On the Record</i> is organized by four Learning Platforms: <i>Define Self, Become Resilient, Engage Others, and Build Capacity</i>, each containing 2 titles. The two titles within each platform focus on the same topic but are written by different authors.</p> <p>All Reader’s Handbooks for the Reader’s Choice and Stretch Books titles contain a “The Big 5” section which poses questions designed to spark discussions in the student’s group or to have them think about them as they read and a Comprehension Check page.</p>   |
| <p><b>Range of Reading and Level of Text Complexity</b><br/>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p><i>On the Record</i> exposes students to a wide range of complex, quality texts, while providing them the scaffolding they need to access, comprehend, and respond to what they read. The following are the three types of books offered in the program:</p> <p>Lead Books offer the opportunity to analyze text as a whole class with teacher-led instruction.</p> <p>Reader’s Choice Books offer opportunities to apply close-reading skills independently or in small groups. Rich, text-dependent questions demand that students analyze text on a complex level.</p> <p>Stretch Texts offer texts in varying formats by or about the people profiled in <i>On the Record</i>. These texts stretch students’ reading comprehension skills with higher levels of text complexity and challenging performance tasks.</p> <p>Each <i>On the Record</i> Lead Book, Reader’s Choice Book, and Stretch Text is accompanied by a Complexity Index chart showing the three criteria for measuring complexity:</p> <ul style="list-style-type: none"> <li>• <i>On the Record</i> uses Lexile as its quantitative measure of complexity. The quantitative measure takes into account concrete factors such as word length, word frequency, sentence length, and word difficulty.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• The qualitative measure assesses the complexity of meaning and purpose, text structure and organization, language conventionality and clarity, and prior knowledge demands placed on the reader.</li> <li>• <i>On the Record</i> uses a Qualitative Measure (QM) rubric to assign a score to these measures. These scores are then used to assign the overall QM rating. (p. 19 Teacher’s Guide)</li> </ul> <p><i>On the Record</i> also factors the reader to the task. This measure considers variable elements such as a reader’s level of motivation, his or her prior experience with a topic, and the complexity of the tasks and questions asked of the reader. <i>On the Record</i> identifies some of the considerations that that will affect individual readers in different ways.</p> |
| <p><b>Language</b><br/><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>Explain the function of phrases and clauses in general and their function in specific sentences.<br/>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).<br/>Spell correctly.</p> | <p><i>Reporting Live</i>: “At the Tip of the Spear”; Reader’s Handbook: Writing Focus; Craft Well-Built Sentences<br/><i>State of Emergency</i>: “Bearing Witness”; Reader’s Handbook: Writing Focus; Apply Strong Verbs</p> <p>Essay writing rubrics and checklists help teachers and students evaluate different writing forms including Writer’s Craft which focuses on conventions of standard English.</p>  |
| <p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br/>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>   | <p>Every Lead Book contains in the Reader’s Handbook an Analyze Text and a Cite Text Evidence section. The tasks in this section provide text-dependent questions that require students to read closely and cite evidence. For example:</p> <p><i>Family Ties</i>: “A Mother’s Ghosts”; Reader’s Handbook: Writing Focus; Use Details<br/><i>State of Emergency</i>: “Picturing Katrina”; Reader’s Handbook: Comprehension Focus: Synthesize Information<br/><i>Reporting Live</i>: “Train of Death”; Reader’s Handbook: Comprehension Focus: Make Inferences</p>  |

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| <p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br/>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.<br/>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).<br/>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br/>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br/>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br/>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>All Reader’s Handbooks for the Lead Books, Reader’s Choice and Stretch Books titles contain an Acquire Academic &amp; Content Vocabulary section and Vocabulary Check quizzes.<br/>All Reader’s Handbooks for each Reader’s Choice and Stretch Books titles contain Target Word Webs that encourage students to acquire vocabulary related to the theme of each profile while creating associations to help them retain their knowledge. In each Lead Book, Character Words help students explore important traits shared by the two profile subjects.<br/>Glossaries in every book provide handy references for looking up key words in context.</p> <p><i>Reporting Live</i>: “Train of Death”; Reader’s Handbook: Comprehension Focus: Make Inferences</p> |
| <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.<br/>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.<br/>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>  | <p><i>On the Record</i> uses a wide range of prompts, skills, exercises, and in-depth lessons to ensure that writing skills go hand-in-hand with reading. Each of the four learning platforms includes an in-depth Go On the Record writing activity to explore the theme of the platforms.</p> <p>The <i>Teacher’s Guide</i> offers direct writing skills instruction with opportunities to apply the skills in the <i>Reader’s Handbook</i>. The <i>Teacher’s Guide</i> and <i>Reader’s Handbook</i> include step-by-step lessons for essay writing in narrative,</p>  |

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| <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <p>argumentative, and explanatory formats.</p> <p>The <i>Reader's Handbook</i> for each Lead book contains mini-lessons called <i>Writing Focus</i> which help build students' writing skills. The <i>Teacher's Guide</i> provides direct instruction for teaching and modeling the skill. The <i>Reader's Handbook</i> offers students the chance to apply the skill. For example:<br/> <i>Family Ties A Father's Secret</i>: Reader's Handbook; Writing Focus: Focus the Topic<br/> <i>Family Ties</i>: "A Mother's Ghosts"; Reader's Handbook: Writing Focus; Use Details<br/> <i>Life and Death</i>: "Moment of Truth"; Reader's Handbook: Writing Focus; Create the Lead<br/> <i>Life and Death</i>: "Bird in a Cage"; Reader's Handbook Writers Focus: Use Sequence Words and Transition Words<br/> <i>Reporting Live</i>: "Train of Death"; Reader's Handbook: Writing Focus, Use Specific and Accurate Words<br/> <i>Reporting Live</i>: "At the Tip of the Spear"; Reader's Handbook: Writing Focus; Craft Well-Built Sentences<br/> <i>State of Emergency</i>: "Bearing Witness"; Reader's Handbook: Writing Focus; Apply Strong Verbs<br/> <i>State of Emergency</i>: "Picturing Katrina"; Reader's Handbook: Writing Focus; Establish a Tone</p> <p>Go Off the Record writing prompts throughout the <i>Teacher's Guide</i> encourage students to explore personal responses to the books and record them in a reading journal.</p> |
| <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>   | <p>Essay writing rubrics and checklists help teachers and students evaluate different writing forms.</p>  |

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| <p>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> | <p>Go Off the Record writing prompts throughout the <i>Teacher’s Guide</i> encourage students to explore personal responses to the books and record them in a reading journal.</p> <p>Go On the Record: What Would You Change? (p. 109 Teacher’s Guide)</p> <p>The <i>Reader’s Handbook</i> for each Lead book contains mini-lessons called <i>Writing Focus</i> which help build students’ writing skills. The <i>Teacher’s Guide</i> provides direct instruction for teaching and modeling the skill. The <i>Reader’s Handbook</i> offers students the chance to apply the skill. For example:<br/> <i>Family Ties A Father’s Secret</i>: Reader’s Handbook; Writing Focus: Focus the Topic<br/> <i>Family Ties</i>: “A Mother’s Ghosts”; Reader’s Handbook: Writing Focus; Use Details<br/> <i>Life and Death</i>: “Moment of Truth”; Reader’s Handbook: Writing Focus; Create the Lead<br/> <i>Life and Death</i>: “Bird in a Cage”; Reader’s Handbook Writers Focus: Use Sequence Words and Transition Words<br/> <i>Reporting Live</i>: “Train of Death”; Reader’s Handbook: Writing Focus, Use Specific and Accurate Words<br/> <i>Reporting Live</i>: “At the Tip of the Spear”; Reader’s Handbook: Writing Focus; Craft Well-Built Sentences<br/> <i>State of Emergency</i>: “Bearing Witness”; Reader’s Handbook: Writing Focus; Apply Strong Verbs<br/> <i>State of Emergency</i>: “Picturing Katrina”; Reader’s Handbook: Writing Focus; Establish a Tone</p> <p>Writing tasks accompany each Stretch Text.</p> <p><i>On the Record</i> titles include pages at the back with ideas for further reading and research. On pages 106–107 of each book, students will find a list of “Good Reads” for ideas about what to read next. Students will also find a list of books, films and videos, and websites for further information.</p> |
| <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital</p>  | <p><i>On the Record</i> is likely to spark ongoing interest in the people and themes explored in the books. The <i>Teacher’s Guide</i> offers research projects for each book as well as resources for further reading.</p> <p>Projects are targeted at varying levels of difficulty:</p>  |

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| <p>sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literature (e.g., “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”).</p> <p>Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).</p> | <p>Quick Search projects for focused fact-finding investigations</p> <p>Explore projects for more in-depth explorations</p> <p>Go Deep projects for critical thinking and sustained research</p> <p>Research projects include Power Point presentations, persuasive essays, magazine articles, and more.</p> <p>Stretch Texts accompany the books, offering challenging complex texts related to the people and content of each title.</p> <p>Each <i>On the Record</i> book provides suggestions for further reading and additional resources for research.</p>  |
| <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>  | <p>Go Off the Record writing prompts throughout the <i>Teacher’s Guide</i> encourage students to explore personal responses to the books and record them in a reading journal.</p> <p>Writing tasks accompany each Stretch Text such as “Writing About Complex Texts” (p. 211)</p> <p>The <i>Teacher’s Guide</i> and <i>Reader’s Handbook</i> include step-by-step lessons for essay writing in narrative, argumentative, and explanatory formats as well as research projects.</p> <p>The <i>Reader’s Handbook</i> for each Lead book contains mini-lessons called <i>Writing Focus</i> which help build students’ writing skills. The <i>Teacher’s Guide</i> provides direct instruction for teaching and modeling the skill. The <i>Reader’s Handbook</i> offers students the chance to apply the skill. For example:</p> <p><i>Family Ties A Father’s Secret</i>: Reader’s Handbook; Writing Focus: Focus the Topic</p> <p><i>Family Ties</i>: “A Mother’s Ghosts”; Reader’s Handbook: Writing Focus; Use Details</p> <p><i>Life and Death</i>: “Moment of Truth”; Reader’s Handbook: Writing Focus; Create the Lead</p> <p><i>Life and Death</i>: “Bird in a Cage”; Reader’s Handbook Writers Focus: Use Sequence Words and Transition Words</p> <p><i>Reporting Live</i>: “Train of Death”; Reader’s Handbook: Writing Focus, Use Specific and Accurate Words</p> |

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 7**

**Common Core State Standards**

**Grade 7**

**ON THE RECORD**

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|   | <p><i>Reporting Live</i>: “At the Tip of the Spear”; Reader’s Handbook: Writing Focus; Craft Well-Built Sentences<br/> <i>State of Emergency</i>: “Bearing Witness”; Reader’s Handbook: Writing Focus; Apply Strong Verbs<br/> <i>State of Emergency</i>: “Picturing Katrina”; Reader’s Handbook: Writing Focus; Establish a Tone</p> <p>Writing tasks accompany each Stretch Text.</p>   |
| <p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.<br/>         Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br/>         Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.<br/>         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.<br/>         Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <p><i>On the Record</i> is organized by four Learning Platforms, each of which is anchored with a Lead Book. Instruction of a platform includes whole-class instruction of the Lead Book. (4 Lead Books, 30 copies each) used for independent or small-group reading, the Reader’s Choice Books allow further exploration of the platforms, as well as opportunities for close reading. Used for independent or small-group reading, the Reader’s Choice Books allow further exploration of the platforms, as well as opportunities for close reading. (8 Reader’s Choice Books, 6 copies each)</p> <p>Book Guides in the <i>Reader’s Handbook</i> accompany the Reader’s Choice Books and are geared toward independent or small-group work.<br/>         The Big 5 in the <i>Reader’s Handbook</i> provide thought provoking questions for small group discussion.<br/>         Chapter Summaries &amp; Discussion Prompts in the <i>Teacher’s Guide</i> allow the teacher to participate in small group discussions at any point in students’ reading.<br/>         The <i>Teacher’s Guide</i> provides tips and strategies for teachers and students to make the most of book groups.<br/>         The Teacher’s Resources CD contains classroom management resources for tracking each student’s reading activities.</p> |
| <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. 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.</p> <p>5. Include multimedia components and visual displays in</p>  | <p>All Reader’s Handbooks for the Reader’s Choice and Stretch Books titles contain a “The Big 5” section which offer provocative discussion questions designed to spark discussions in the student’s group or to have them think about them as they read.</p> <p>The <i>Prepare for Discussion</i> questions in the <i>Reader’s Handbook</i> require</p>  |

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| <p>presentations to clarify claims and findings and emphasize salient points.<br/>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>students to think about the text as they read.<br/>The <i>Respond to Text</i> discussion questions in the <i>Teachers Guide</i> are rigorous and text dependent.</p> <p>Graphic Organizers for each profile allow students to keep track of important information as they read. For example<br/><i>Animal Instincts</i>: “Alpha Dog”; Reader’s Handbook: Analyze a Character,<br/><i>Life and Death</i>: “Bird in a Cage”; Reader’s Handbook: Comprehension Focus:<br/>Follow Sequence of Events</p> |
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