# Pearson

# SuccessMaker®

## Alignments to SuccessMaker

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| Arkansas Literacy Standards Code | Arkansas Literacy Curriculum Framework Grade 7 2016 | SuccessMaker Item Description | Item ID |
|---|---|---|---|
| RI.7 | Reading Standards for Informational Text | | |
| | Craft and Structure | | |
| RI.7.4 | 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. | Students learn to distinguish denotative and connotative meanings. | smre_di_00429 |
| | | Students read the informational text, "Animal Extinction: A Human Problem." Students also distinguish denotative and connotative meanings, use question-and-answer relationships (Right There), identify the main idea and supporting details, and determine the author's purpose and position using evidence from the text. | smre_itr_01429 |
| | | Students distinguish denotative and connotative meanings using the context of short sentences. | smre_ip_01329 |
| RI.7.6 | Determine an author's point of view, perspective, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others. | Students read the literary text, "From Corey Gordon's Extremely Private Diary: Chapter 1." Students also summarize information about main characters and significant events; identify characters' actions, motives, emotions, traits, and feelings; determine author's purpose; and use question-and-answer relationships (Right There). | smre_itr_01442 |
| | | Students read the informational text, "Women as War Correspondents." Students also identify the author's viewpoint and bias, use question-and-answer relationships (Right There), identify cause-and-effect relationships, determine the author's position using evidence from the text, and use compare and contrast relationships to gain meaning. | smre_itr_01436 |
| | | Students identify the author's viewpoint and bias. | smre_ip_01336 |
| | | Students learn to identify the author's viewpoint and bias. | smre_di_00436 |
| | | Students will read the informational text "Wolves of the Sea?" and answer Right There questions, paraphrase text, compare and contrast ideas, identify the author's viewpoint and bias, and identify adverbs. | smre_itr_001294 |
| | | Students read a passage and answer questions to identify the author's viewpoint and bias. | smre_pp_00512 |
| | | Students will read the informational text "Trumpeter Swans: One Tough Kind of Fancy" and answer Right There questions and Think and Search questions, identify the author's viewpoint, summarize text, and identify adjectives. | smre_itr_001293 |
| | | Students read a passage and answer questions to identify the author's viewpoint and bias. | smre_pp_00530 |
| | | Students will read the science-fiction passage "Earth 101" and answer Right There questions; make inferences; determine the author's purpose; identify characters' actions, motives, emotions, traits, and feelings; and understand the usage of semicolons and colons. | smre_itr_001302 |
| | | Students read the informational text, "Viva America! Cubans in the United States." Students also make and confirm predictions, identify author's viewpoint and bias, use question-and-answer relationships (Right There), identify cause-and-effect relationships, and make inferences. | smre_itr_01432 |
| L.7 | Language | | |
| | Conventions of Standard English | | |
| L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 7. | | |
| L.7.1.A | Explain the function of phrases (e.g., adverbial, | Students will identify the type of clause used in | smre_ip_001399 |

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| | adjectival, prepositional) and clauses in general and their function in specific sentences. | each sentence. | |
| L.7.1.F | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | Students will identify the type of clause used in each sentence. | smre_ip_001399 |
| L.7.1.H | Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions. | Students will classify sentences according to structure: simple, compound, complex, and compound-complex. | smre_pp_00577 |
| | | Students will identify coordinating and correlative conjunctions. | smre_pp_00574 |
| L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing. | | |
| L.7.2.B | Use a semicolon to join elements of a series when individual items of the series already include commas. | Students learn about the function of semicolons and colons. | smre_di_00560 |
| | | Students will use semicolons and colons correctly. | smre_pp_00580 |
| | | Students will identify the correct placement of semicolons and colons in sentences. | smre_ip_001402 |
| | | Students will read the science-fiction passage "Earth 101" and answer Right There questions; make inferences; determine the author's purpose; identify characters' actions, motives, emotions, traits, and feelings; and understand the usage of semicolons and colons. | smre_itr_001302 |
| L.7.2.D | Spell correctly. | Students will identify correctly spelled sets of words and sentences. | smre_ip_001403 |
| | | Students will correctly spell words with the schwa sound and silent letters. | smre_pp_00583 |
| | Vocabulary Acquisition and Use | | |
| L.7.4 | 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 effective strategies. | | |
| L.7.4.B | Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | Students use Greek and Latin roots to determine the meaning of unfamiliar words. | smre_ip_01327 |
| | | Students practice using Greek and Latin roots to better understand the meaning of words. | smre_pp_00615 |
| | | Students learn to use Greek and Latin roots to determine the meaning of unfamiliar words. | smre_di_00427 |
| | | Students read an excerpt from the informational text, "Epidemic." Students also use Greek and Latin roots to determine the meaning of unfamiliar words, use question-and-answer relationships (Right There), analyze organizational patterns (cause-and-effect), and identify explicit and implicit main ideas. | smre_itr_01427 |
| L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. | | |
| L.7.5.B | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | Students read the fictional interview, "From Discs to Digits: Music in the Digital Age." Students then identify supporting details, draw valid conclusions and make generalizations supported by text, Identify cause-and-effect relationships, and answer literal question. Students also use their knowledge of word relationships (synonyms, antonyms, and examples) to better understand the meaning of words. | smre_itr_02500 |
| | | Students read the informational text, "Doctors Without Borders." Then students identify the main idea, supporting details, correct sequence of events, and answer literal questions. Students also use their knowledge of word relationships (synonyms, antonyms, and | smre_itr_02503 |

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| | | examples) to better understand the meaning of words. | |
| L.7.5.C | Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., refined, respectful, polite, diplomatic). | Students practice using connotations and denotations of words. | smre_pp_00614 |
| L.7.6 | 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. | Students use a graphic organizer to list their thoughts and ideas about combining opera with video games. Students then use at least three academic vocabulary words from the lesson to write a blog post telling what they would like to see in a video game. | smre_pp_00511 |
| | | Students complete sentences using academic and domain-specific vocabulary words. | smre_ip_01333 |
| | | Students use a graphic organizer to list their thoughts and ideas about the best technology for listening to music. Students then use at least three academic vocabulary words from the lesson to write an article for a tech magazine. | smre_pp_02500 |
| | | Students use a web to organize their ideas about volunteering. Students then use at least three academic vocabulary words from the lesson to create a flyer to encourage others to volunteer. | smre_pp_02503 |
| | | Students use a graphic organizer to list their thoughts and ideas about space travel. Students then use at least three academic vocabulary words to write an e-mail to a friend describing an experience traveling to outer space. | smre_pp_02501 |
| | | Students learn about morphological families to determine the meaning of academic and domain-specific vocabulary terms. | smre_di_02399 |