# The Indiana Student Edition

Welcome to the Indiana edition of *Glencoe Literature: Reading with Purpose.* We have written this text with several goals in mind. First, we want you to succeed in this course. We also want you to succeed in your practice of the Indiana English/Language Arts Academic Standards and on the ISTEP+ test. To help you, we have provided lessons for the Academic Standards, which tell you what you are expected to learn throughout the school year. We have also included ISTEP+ test practice at the end of every unit so that you can prepare for the state test. As you read the selections in this book and work through questions and activities, you will become a better reader, a better test-taker, and a more successful student!

Covers the Indiana Grade 7 English/Language Arts Academic Standards
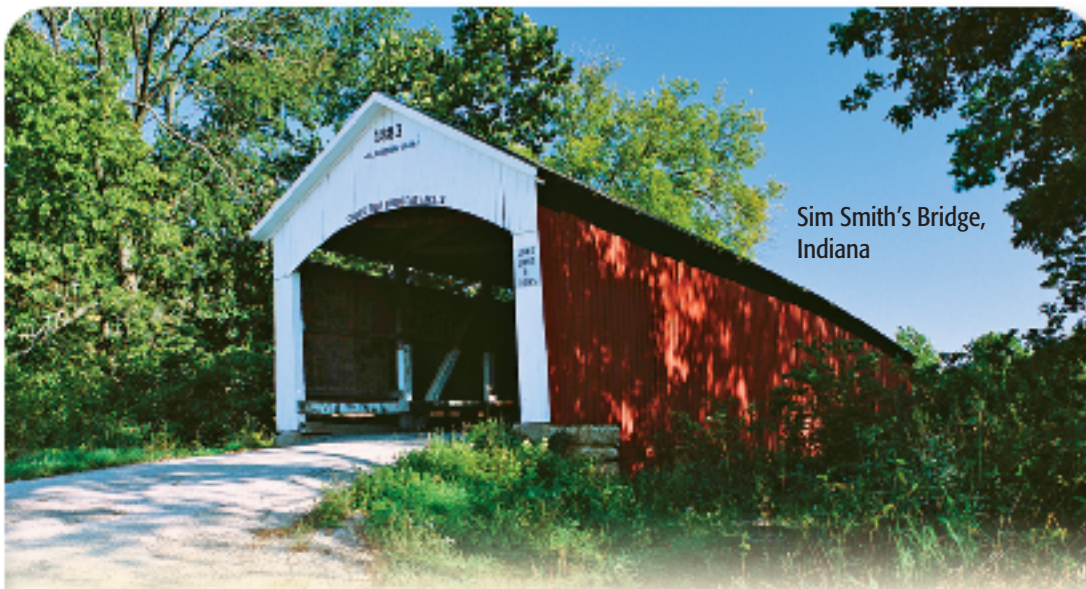
Sim Smith's Bridge, Indiana

This section of your book contains the following:

Indiana's ELA Academic Standards

An Introduction to the Indiana English/Language Arts Academic Standards

The standards describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school.

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Word recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

Standard 2: READING: Comprehension

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

Standard 3: READING: Literary Response and Analysis

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

Standard 4: WRITING: Process

The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

Standard 5: WRITING: Applications

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard 6: WRITING: English Language Conventions

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.

Reading	
7.1 READING: Word Recognition, Fluency and Vocabulary Development	
Indiana ELA Academic Standards	**Reading with Purpose, Grade 7**
7.1.1 Identify and understand idioms and comparisons – such as analogies, metaphors, and similes – in prose and poetry. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet* • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.* • Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky.*	English Language Coach: Idioms 658, 662 Vocabulary Check: English Language Coach 665 English Language Coach: Literal and Metaphoric Word Meanings 736, 740, 744, etc. English Language Coach: Figurative Use of Language 750 Key Literary Element: Figurative Language 785, 786, 789, etc. How to Compare Literature: Figurative Language 852 Comparing Literature: Figurative Language 855, 856, 857, etc.
7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics). Example: Analyze the roots, prefixes, and suffixes to understand words, such as *microscope, microphone,* and *microbe.*	English Language Coach: Structural Analysis 530, 539 English Language Coach: Greek and Latin Roots 590, 592, 854, etc. English Language Coach: Latin Roots 784, 790, 791, etc. English Language Coach: Anglo-Saxon Roots 808, 810, 811 English Language Coach: Greek Roots 822, 824 English Language Coach: Word Origins 836, 839
7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. Example: Use the text to clarify the meaning of the word *pickle* in the sentence, *Apply the pickle, an acid solution, to the metal surface.*	English Language Coach: Context Clues 14, 17, 24, etc. English Language Coach: Definition 46 English Language Coach: Comparison and Contrast 64 Vocabulary Check 23, 63, 93, etc. Skills and Strategies Assessment: Vocabulary 126 English Language Coach: Content-Area Words 549, 604, 608, etc.

7.2 READING: Comprehension (Focus on Informational Materials)	
Indiana ELA Academic Standards	**Reading with Purpose, Grade 7**
7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).	Genre Focus: Informational Media 4 Key Reading Skill: Understanding Text Structure 9, 96, 98, etc. Key Element: Text Features 95, 97, 98, etc. Genre Focus: Science and Technology Writing 524 Skill Lesson: Using Text Features 556 Key Reading Skill: Using Text Features 563, 565
7.2.2 Locate information by using a variety of consumer and public documents. Example: Choose a radio or watch to purchase, based on a *Consumer Reports* review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.	Key Reading Skill: Understanding Text Structure 96, 98, 101 Key Element: Text Features 97, 98, 101 Key Reading Skill: Skimming and Scanning 915, 917, 919 Key Literary Element: Organization 915, 917, 919
7.2.3 Analyze text that uses the cause-and-effect organizational pattern. Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.	Skill Lesson: Understanding Cause and Effect 656, 657 Key Reading Skill: Understanding Cause and Effect 659, 660, 661, etc.
7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. Example: After reading a piece of historical nonfiction, such as *When Justice Failed: The Fred Korematsu Story* by Steven A. Chin about the internment of Japanese Americans during World War II, describe the author's perspective on the events described and how the author demonstrates this point of view throughout the text.	Literary Element: Point of View 65, 66, 67, etc. Key Literary Element: Narrator 139, 141, 145, etc. Skill Lesson: Identifying Author's Purpose and Perspective 454 Key Reading Skill: Identifying Author's Purpose and Perspective 457, 458, 461, etc.

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual. Example: Follow the directions for setting a digital watch or clock.	Listening, Speaking, and Viewing: Giving and Following Directions 77 Skill Lesson: Understanding Text Structure 79 Key Element: Text Features 95, 97, 98 Key Reading Skill: Understanding Text Structure 95, 96, 98 After You Read: Write About Your Reading 100
7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.	Genre Focus: Persuasive Writing 412, 413 Key Reading Skill: Distinguishing Fact from Opinion 414, 441, 442, etc. Key Reading Skill: Understanding Persuasive Techniques 415, 419, 420, etc. Reading Across Texts: Analyzing Persuasive Techniques 497, 498, 500 Reading Across Texts 986, 987, 989, 992
7.3 READING: Literary Response and Analysis	
7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay. Example: Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as "The Night the Bed Fell" by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. Describe a novella as a short novel and provide an example, such as *The Gold Cadillac* by Mildred Taylor. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as an essay by Ralph Waldo Emerson.	Genre Focus: Informational Media 4 Genre Focus: Biography 132 Genre Focus: The Short Story 254 Genre Focus: Persuasive Writing 412 Genre Focus: Science and Technology Writing 524 Genre Focus: Folktale 652 Genre Focus: Poetry 774 Genre Focus: Historical Documents 880

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. Example: While reading *The True Confessions of Charlotte Doyle* by Avi, recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship's cook slips her a knife.	Key Literary Element: Plot 260, 264, 349, etc. How to Compare Literature: Plot 368, 369 Comparing Literature: Plot 372, 376, 377, etc. Skill Lesson: Predicting 702, 703, 952, etc. Key Reading Skill: Predicting 705, 708, 955, etc.
7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. Example: Describe the main character in *Out of the Dust* by Karen Hesse, using examples of her thoughts, words, and actions to support this description.	Key Literary Element: Dialogue 258, 309, 311, etc. Key Literary Element: Character 323, 325, 329, etc. Key Literary Element: Characterization 683, 685, 687, 698, etc.
7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works. Example: Analyze the theme of loneliness that is present throughout *The Islander* by Cynthia Rylant. Relate the theme to other works that have been read in class and for pleasure.	How to Compare Literature: Theme 102, 103 Comparing Literature: Theme 106, 107, 109, etc. Key Literary Element: Theme 659, 663, 667, etc.

7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.
 	
   • First person: the narrator tells the story from the "I" perspective
   • Third person: the narrator tells the story from an outside perspective
   • Limited narration: the narrator does not know all thoughts of all characters
   • Omniscient narration: the narrator knows all thoughts of all characters
   • Subjective: the point of view involves a personal perspective
   • Objective: the point of view is from a distanced, informational perspective, as in a news report
 	
Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.
	How to Compare Literature: Theme 102, 103
	Comparing Literature: Theme 106, 107, 109
	Genre Focus: Biography 132
	Key Literary Element: Narrator 139, 141, 147, etc.
	Key Literary Element: Point of View 159, 160, 167, etc.
	Skill Lesson: Identifying Author's Purpose and Perspective 454
	Key Reading Skill: Identifying Author's Purpose and Perspective 457, 458, 461, etc.

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.3.6 Compare reviews of literary works and determine what influenced the reviewer. Example: Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings, *Sounder* by William Armstrong, *The Monsters Are Due on Maple Street* by Rod Serling, or *And Then There Were None* by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.	Write About Your Reading 150, 166, 576 Writing: Compare the Literature 234, 393, 755, 861 Solo Activity: "Two Thumbs Up, Two Thumbs Down!" Reading Across Texts Workshop 622, 623
7.4 WRITING: Process	
7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Prewriting 34, 152, 292, etc.
7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Applying Good Writing Traits: Ideas 35 Revising: Check for Coherence 75 Applying Good Writing Traits: Organization 294 Revising: Rearrange Your Reasons 468 Prewriting: Get Organized 554 Prewriting: Make a Plan 677 Applying Good Writing Traits: Sentence Fluency 910
7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	Revising: Add a Quotation 74 Write About Your Reading 150, 166 Drafting: Develop Your Draft: 154 Revising 198 Drafting: Develop Your Draft 436 Drafting 596
7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	Prewriting: Gather Ideas 34 Applying Good Writing Traits: Ideas 35 Prewriting: Make a Note of It 553 Prewriting: Get Organized 554 Prewriting: Think About the Story 676 Prewriting: Make a Plan 677 Prewriting: Gather Ideas and Choose a Topic 909

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Prewriting: Gather Ideas 34 Prewriting: Explore Your Topic 434 Prewriting: Gather Ideas and Choose a Topic 552 Prewriting: Evaluate Your Sources 553
7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.	Prewriting: Make a Note of It 553 Writer's Model 600
7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	The Writing Handbook: Using a Computer for Writing R27 Applying Good Writing Traits: Presentation 597
7.4.8 Review, evaluate, and revise writing for meaning and clarity.	Revising 74, 198, 340, etc.
7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Editing 75, 201, 342, etc.
7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Revising 74, 198, 340, etc. Applying Good Writing Traits: Word Choice 469

Writing

7.5   WRITING: Applications (Different Types of Writing and Their Characteristics)

7.5.1 Write biographical or autobiographical narratives (stories) that: • develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. Example: Write successive drafts of a two- or three-page humorous story about *Something Fishy Is Cooking in the Kitchen,* including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.	Writing Workshop: Autobiographical Narrative 152–155, 198–202 Writing Handbook: Persuasive Writing R21

Indiana ELA Academic Standards	Reading with Purpose, Grade 7

7.5.2 Write responses to literature that:
 	
  • develop interpretations that show careful reading, understanding, and insight.
  • organize interpretations around several clear ideas, premises, or images from the literary work.
  • justify interpretations through sustained use of examples and evidence from the text.
 	
Example: After reading Mark Twain's *Adventures of Tom Sawyer* and Theodore Taylor's *The Cay,* write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.
	Write About Your Reading 22, 44, 62, etc.
	
	Writing Workshop: Summary 34–37, 74–76
	
	Writing: Compare the Literature 234, 393, 755, 861

7.5.3 Write research reports that:
 	
  • pose relevant and focused questions about the topic.
  • communicate clear and accurate perspectives on the subject.
  • include evidence and supporting details compiled through the formal research process, including use of a card catalog, *Reader's Guide to Periodical Literature,* a computer catalog, magazines, newspapers, dictionaries, and other reference books.
  • document sources with reference notes and a bibliography.
 	
Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare a report on a man or woman who contributed significantly to science and technology, such as Marie Curie (medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).
	Writing Workshop: Research Report: 552–555, 596–600
	
	Writing Handbook: Research Report Writing R21–R24

7.5.4 Write persuasive compositions that:
 	
  • state a clear position or perspective in support of a proposition or proposal.
  • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
  • anticipate and address reader concerns and counterarguments.
 	
Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).
	Writing Workshop: Editorial 434–437, 468–473
	
	Write About Your Reading 422
	
	Writing Handbook: Persuasive Writing R21

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.5.5 Write summaries of reading materials that: • include the main ideas and most significant details. • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details. Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.	Writing Workshop: Summary: 34–37, 74–76 Write About Your Reading 62, 452 Skill Lesson: Paraphrasing and Summarizing 529 Key Reading Skill: Paraphrasing and Summarizing 543
7.5.6 Use varied word choices to make writing interesting and more precise. Example: Write stories, reports, and letters using a variety of word choices. (Use *conversed* or *conferred* instead of *talked.*)	Grammar Link: Adjectives and Adverbs 297 Write About Your Reading 358, 792 Applying Good Writing Traits: Word Choice 469, 796 Writing Tip: Writer's Craft 678 Revising 724, 830, 948 Writing Handbook: Descriptive Writing R20
7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary. Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.	Writing Workshop: Summary 34–37, 74–76 Writing Workshop: Autobiographical Narrative 152–154 Writing Workshop: Short Fictional Story 292–297, 340–344 Writing Workshop: Editorial 434–436, 468–472 Writing Workshop: Research Report 552–554, 596–600 Writing Workshop: Modern Folktale 676–678, 724–728 Writing Workshop: Poem 794–796, 830–832 Writing Workshop: Descriptive Writing 908–910, 948–950

7.6 WRITING: English Language Conventions	
Indiana ELA Academic Standards	**Reading with Purpose, Grade 7**
7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. • Clear: *She left the book, which she bought at the bookstore, on the table.* • Unclear: *She left the book on the table, which she bought at the bookstore.* • Active voice: *The man called the dog.* • Passive voice: *The dog was called by the man.*	Grammar Link 23, 33, 37. 275, 291, 297, 319, 331, 339 Applying Good Writing Traits: Word Choice 469 Language Handbook: Incorrect Use of Adjectives R31
7.6.2 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing, -d, -ed, -n, -en,* or *-t* to the base form of the verb, such as *dreaming, chosen, built,* and *grown*).	Grammar Link 63, 73, 93, 101 Language Handbook: Incorrect Verb Tense or Form R30
7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers. • Clear: *Chris said to Jacob, "You will become a great musician."* • Confusing: *Chris told Jacob that he would become a great musician.*	Grammar Link 167, 197, 215, 221 Editing 201, 598, 949 Writing Handbook: Editing/Proofreading R18 Language Handbook: Incorrect Use of Pronouns R30
7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.	Grammar Link 23, 33, 37, 45, 53, 93, 101, 145, 151, 155, 175, 197, 359, 423, 437, 447, 565, 679 Applying Good Writing Traits: Sentence Fluency 910
7.6.5 Demonstrate appropriate English usage (such as pronoun reference).	Grammar Link 151, 167, 437, 447 Editing 75, 342, 471, etc. Language Handbook R28–R44
7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ([ ]), and semicolons (;).	Language Handbook: Using Hyphens, Dashes, and Parentheses R41 Language Handbook: Using Semicolons and Colons R39 Grammar Link 891, 907, 939, 947

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	Grammar Link 687, 701, 723, 739, 981 Language Handbook: Using Quotation Marks and Italics R39
7.6.8 Use correct capitalization.	Editing 201, 342, 471, etc. Language Handbook R32, R36, R37
7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	Language Handbook R43
<center>**Listening and Speaking**</center>	
7.7 LISTENING AND SPEAKING: Skills, Strategies, and Applications	
7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.	Listening, Speaking, and Viewing 77, 203, 473 Partner Talk 323 Solo Activity: Interview an Adult 635
7.7.2 Determine the speaker's attitude toward the subject.	Listening, Speaking, and Viewing 473, 601, 729, 833
7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	Listening, Speaking, and Viewing: Giving and Following Directions 77, 601 Group Activity 112, 634
7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.	Listening, Speaking, and Viewing 77, 601 Group Activity: Debate It! 634
7.7.5 Use speaking techniques – including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact – for effective presentations.	Listening, Speaking, and Viewing: Giving and Following Directions 77, 345, 601, 729, 833
7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	Listening, Speaking, and Viewing 77, 203, 345, 601, 729, 833
7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.	Listening, Speaking, and Viewing 473, 951

Indiana ELA Academic Standards	Reading with Purpose, Grade 7
7.7.8 Deliver narrative (story) presentations that: • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.	Listening, Speaking, and Viewing 203, 345, 729
7.7.9 Deliver oral summaries of articles and books that: • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details.	Presenting 75 Listening, Speaking, and Viewing 203 Paraphrasing and Summarizing: Practice It! 529
7.7.10 Deliver research presentations that: • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process, including the use of a card catalog, *Readers' Guide to Periodical Literature,* computer databases, magazines, newspapers, and dictionaries. • cite reference sources appropriately.	Listening, Speaking, and Viewing 601
7.7.11 Deliver persuasive presentations that: • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence.	Group Activity 112, 634 Skill Lesson: Understanding Persuasive Techniques 416 Listening, Speaking, and Viewing: Understanding Persuasive Techniques 473