

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
7.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 7.1A share how literature contributes to strengthening moral character *			
Phonics and Word Study	Instructional Focus			
7.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 7.2A read at a rate to increase comprehension <input type="checkbox"/> 7.2A read with accuracy <input type="checkbox"/> 7.2A read with inflection and emphasis			
7.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 7.2B.1 use context such as contrast or cause and effect to clarify the meaning of words			
Shared Reading	Instructional Focus			
7.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 7.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 7.3B generate questions about text before, during, and after reading <input type="checkbox"/> 7.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 7.3D create mental images to deepen understanding <input type="checkbox"/> 7.3E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension <input type="checkbox"/> 7.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 7.3G make inferences and use evidence to support understanding <input type="checkbox"/> 7.3H evaluate details read to determine key ideas <input type="checkbox"/> 7.3I synthesize information to create new understanding			
7.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational			
	Argumentative			
Independent Reading	Instructional Focus			
7.4 self-select text and read independently	<input type="checkbox"/> 7.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 7.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
7.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 7.5A describe personal connections to texts <input type="checkbox"/> 7.5B write responses that demonstrate implicit and explicit meanings of text <input type="checkbox"/> 7.5C use text evidence to support an appropriate response <input type="checkbox"/> 7.5D paraphrase and summarize texts <input type="checkbox"/> 7.5E respond using newly acquired vocabulary as appropriate			
7.6A analyze the authors' choices and how they influence and communicate meaning				

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
7.7A plan first drafts	<input type="checkbox"/> 7.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			
7.7B develop drafts	<input type="checkbox"/> 7.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 7.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 7.7B.3 apply author's craft purposefully			
7.7C revise drafts	<input type="checkbox"/> 7.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety			
7.7D edit drafts	7.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts...			
	<input type="checkbox"/> 7.7D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			
	<input type="checkbox"/> 7.7D.2 consistent, appropriate use of verb tenses			
	<input type="checkbox"/> 7.7D.7 correct capitalization			
	<input type="checkbox"/> 7.7D.8 punctuation			
	<input type="checkbox"/> 7.7D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
7.7E publish written work	<input type="checkbox"/> 7.7E.1 publish written work for appropriate audiences			
7.7F use the writing process to compose literary texts				
7.7G use the writing process to compose informational texts				
7.7H use the writing process to compose argumentative texts				
7.7I compose correspondence				
Research	Instructional Focus			
7.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
7.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 7.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 7.1C share how literature ignites the creative imagination *			
Phonics and Word Study	Instructional Focus			
7.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
7.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 7.2B.2 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent <input type="checkbox"/> 7.2B.3 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech			
Shared Reading	Instructional Focus			
7.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 7.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 7.3B generate questions about text before, during, and after reading <input type="checkbox"/> 7.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 7.3D create mental images to deepen understanding <input type="checkbox"/> 7.3E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension <input type="checkbox"/> 7.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 7.3G make inferences and use evidence to support understanding <input type="checkbox"/> 7.3H evaluate details read to determine key ideas <input type="checkbox"/> 7.3I synthesize information to create new understanding			
7.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 7.3K.2 analyze how characters' qualities influence events and resolution of the conflict <input type="checkbox"/>			
	Poetry			
	Drama			
	Informational 7.3N.1 analyze characteristics and structural elements of informational text			
Argumentative				
Independent Reading	Instructional Focus			
7.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			
Responding to Text	Instructional Focus			
7.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 7.5A describe personal connections to texts <input type="checkbox"/> 7.5B write responses that demonstrate implicit and explicit meanings of text <input type="checkbox"/> 7.5C use text evidence to support an appropriate response <input type="checkbox"/> 7.5D paraphrase and summarize texts <input type="checkbox"/> 7.5E respond using newly acquired vocabulary as appropriate			
	7.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 7.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 7.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 7.6A.3 analyze the author's use of print and graphic features to achieve specific purposes		

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
7.7A plan first drafts	<input type="checkbox"/> 7.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			
7.7B develop drafts	<input type="checkbox"/> 7.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 7.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 7.7B.3 apply author's craft purposefully			
7.7C revise drafts	<input type="checkbox"/> 7.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety			
7.7D edit drafts	7.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts...			
	<input type="checkbox"/> 7.7D.2 consistent, appropriate use of verb tenses			
	<input type="checkbox"/> 7.7D.3 conjunctive adverbs			
	<input type="checkbox"/> 7.7D.4 prepositions and prepositional phrases and their influence on subject-verb agreement			
	<input type="checkbox"/> 7.7D.7 correct capitalization			
	<input type="checkbox"/> 7.7D.8 punctuation, including commas to set off words, phrases, and clauses			
	<input type="checkbox"/> 7.7D.9 correct spelling,			
7.7E publish written work	<input type="checkbox"/> 7.7E.1 publish written work for appropriate audiences			
7.7F use the writing process to compose literary texts	<input type="checkbox"/> 7.7F compose personal narratives using genre characteristics and craft			
7.7G use the writing process to compose informational texts	<input type="checkbox"/> 7.7G compose informational texts			
7.7H use the writing process to compose argumentative texts				
7.7I compose correspondence				
Research	Instructional Focus			
7.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
7.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 7.1C share how literature ignites the creative imagination * <input type="checkbox"/> 7.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
7.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
7.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> maintain previously learned skills (context, Greek and Latin roots, print or digital resources)			
Shared Reading	Instructional Focus			
7.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis) Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
7.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 7.3K.1 infer multiple themes within a text using text evidence <input type="checkbox"/> 7.3K.2 analyze how characters' qualities influence events and resolution of the conflict <input type="checkbox"/> 7.3K.3 analyze plot elements, including the use of foreshadowing and suspense, to advance the plot <input type="checkbox"/> 7.3K.4 analyze how the setting influences character and plot development <input type="checkbox"/> 7.3K.5 demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction <input type="checkbox"/> 7.3K.6 summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times * Poetry <input type="checkbox"/> 7.3L.1 analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms Drama <input type="checkbox"/> 7.3M.1 analyze how playwrights develop characters through dialogue and staging Informational Argumentative			
Independent Reading	Instructional Focus			
7.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			
Responding to Text	Instructional Focus			
7.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
7.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 7.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 7.6A.4 describe how the author's use of figurative language such as metaphor and personification achieves specific purposes <input type="checkbox"/> 7.6A.5 identify the use of literary devices, identify the use of literary devices, including subjective and objective point of view <input type="checkbox"/> 7.6A.6 explain how Christian and Western symbols and symbolism communicate the battle between good and evil * <input type="checkbox"/> 7.6A.7 analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 7.6A.8 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations			

Reading and Writing – Grade 7 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
7.7A plan first drafts	<input type="checkbox"/> 7.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			
7.7B develop drafts	<input type="checkbox"/> 7.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 7.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 7.7B.3 apply author's craft purposefully			
7.7C revise drafts	<input type="checkbox"/> 7.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety			
7.7D edit drafts	7.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts...			
	<input type="checkbox"/> 7.7D.6 subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor			
	<input type="checkbox"/> 7.7D.7 correct capitalization			
	<input type="checkbox"/> 7.7D.8 punctuation, including commas to set off words, phrases, and clauses, and semicolons elements			
	<input type="checkbox"/> 7.7D.9 correct spelling			
7.7E publish written work	<input type="checkbox"/> 7.7E.1 publish written work for appropriate audiences			
7.7F use the writing process to compose literary texts	<input type="checkbox"/> 7.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 7.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 7.7F compose poetry using genre characteristics and craft			
7.7G use the writing process to compose informational texts				
7.7H use the writing process to compose argumentative texts				
7.7I compose correspondence				
Research	Instructional Focus			
7.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
7.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 7.1B interpret and evaluate literature in a Christian spirit *			

Phonics and Word Study	Instructional Focus			
7.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
7.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills (context, Greek and Latin roots, print or digital resources)			

Shared Reading	Instructional Focus			
7.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
7.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 7.3N.1 analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories			
	Argumentative <input type="checkbox"/> 7.3O.1 recognize characteristics and structures of argumentative text by identifying the claim, explaining how the author uses various types of evidence and consideration of alternatives to support the argument, identifying the intended audience <input type="checkbox"/> 7.3O.2 identify how literature develops the faculty of personal judgment * <input type="checkbox"/> 7.3O.3 analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments *			

Independent Reading	Instructional Focus			
7.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			

Responding to Text	Instructional Focus			
7.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
7.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 7.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 7.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 7.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 7.6A.7 analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 7.6A.8 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
7.7A plan first drafts	<input type="checkbox"/> 7.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			
7.7B develop drafts	<input type="checkbox"/> 7.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 7.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 7.7B.3 apply author's craft purposefully			
7.7C revise drafts	<input type="checkbox"/> 7.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety			
7.7D edit drafts	<input type="checkbox"/> 7.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts...			
	<input type="checkbox"/> 7.7D.7 correct capitalization			
	<input type="checkbox"/> 7.7D.8 punctuation			
	<input type="checkbox"/> 7.7D.9 correct spelling			
7.7E publish written work	<input type="checkbox"/> 7.7E.1 publish written work for appropriate audiences			
7.7F use the writing process to compose literary texts				
7.7G use the writing process to compose informational texts	<input type="checkbox"/> 7.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
7.7H use the writing process to compose argumentative texts	<input type="checkbox"/> 7.7H compose argumentative texts using genre characteristics and craft			
7.7I compose correspondence	<input type="checkbox"/> 7.7I.1 compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			
Research	Instructional Focus			
7.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 7.8A.1 generate student-selected and teacher-guided questions for formal and informal inquiry			
	<input type="checkbox"/> 7.8A.2 develop and revise a plan			
	<input type="checkbox"/> 7.8A.3 refine the major research question, if necessary, guided by the answers to a secondary set of questions			
	<input type="checkbox"/> 7.8A.4 identify and gather relevant information from a variety of primary and secondary sources			
	<input type="checkbox"/> 7.8A.5 synthesize information from a variety of sources			
	<input type="checkbox"/> 7.8A.6 differentiate between paraphrasing and plagiarism when using source materials			
	<input type="checkbox"/> 7.8A.7 examine sources for reliability, credibility, and bias			
	<input type="checkbox"/> 7.8A.8 examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype			
	<input type="checkbox"/> 7.8A.9 display academic citations and use source materials ethically			
	<input type="checkbox"/> 7.8A.10 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 7 (all standards)

		CHECKPOINT		
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Catholic Identity	Instructional Focus			
7.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 7.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 7.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 7.1C share how literature ignites the creative imagination * <input type="checkbox"/> 7.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
7.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 7.2A read at a rate to increase comprehension <input type="checkbox"/> 7.2A read with accuracy <input type="checkbox"/> 7.2A read with inflection and emphasis			
7.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 7.2B.1 use context such as contrast or cause and effect to clarify the meaning of words <input type="checkbox"/> 7.2B.2 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent <input type="checkbox"/> 7.2B.3 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech			
Shared Reading	Instructional Focus			
7.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 7.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 7.3B generate questions about text before, during, and after reading <input type="checkbox"/> 7.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 7.3D create mental images to deepen understanding <input type="checkbox"/> 7.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 7.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 7.3G make inferences and use evidence to support understanding <input type="checkbox"/> 7.3H evaluate details read to determine key ideas <input type="checkbox"/> 7.3I synthesize information to create new understanding			
7.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 7.3K.1 infer multiple themes within a text using text evidence <input type="checkbox"/> 7.3K.2 analyze how characters' qualities influence events and resolution of the conflict <input type="checkbox"/> 7.3K.3 analyze plot elements, including the use of foreshadowing and suspense, to advance the plot <input type="checkbox"/> 7.3K.4 analyze how the setting influences character and plot development <input type="checkbox"/> 7.3K.5 demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction <input type="checkbox"/> 7.3K.6 summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times * Poetry <input type="checkbox"/> 7.3L.1 analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms Drama <input type="checkbox"/> 7.3M.1 analyze how playwrights develop characters through dialogue and staging Informational 7.3N.1 analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories Argumentative <input type="checkbox"/> 7.3O.1 recognize characteristics and structures of argumentative text by identifying the claim, explaining how the author uses various types of evidence and consideration of alternatives to support the argument, identifying the intended audience <input type="checkbox"/> 7.3O.2 identify how literature develops the faculty of personal judgment * <input type="checkbox"/> 7.3O.3 analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments *			
Independent Reading	Instructional Focus			
7.4 self-select text and read independently	<input type="checkbox"/> 7.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 7.4B share beautifully told and well-crafted works *			

Reading and Writing – Grade 7 (all standards)

		CHECKPOINT		
		1	2	3
Responding to Text	Instructional Focus			
7.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 7.5A describe personal connections to texts <input type="checkbox"/> 7.5B write responses that demonstrate implicit and explicit meanings of text <input type="checkbox"/> 7.5C use text evidence to support an appropriate response <input type="checkbox"/> 7.5D paraphrase and summarize texts <input type="checkbox"/> 7.5E respond using newly acquired vocabulary as appropriate			
7.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 7.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 7.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 7.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 7.6A.4 describe how the author's use of figurative language such as metaphor and personification achieves specific purposes <input type="checkbox"/> 7.6A.5 identify the use of literary devices, identify the use of literary devices, including subjective and objective point of view <input type="checkbox"/> 7.6A.6 explain how Christian and Western symbols and symbolism communicate the battle between good and evil * <input type="checkbox"/> 7.6A.7 analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 7.6A.8 explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations			

Writing	Instructional Focus			
7.7A plan first drafts	<input type="checkbox"/> 7.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			
7.7B develop drafts	<input type="checkbox"/> 7.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 7.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 7.7B.3 apply author's craft purposefully			
7.7C revise drafts	<input type="checkbox"/> 7.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety			
7.7D edit drafts	7.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts... <input type="checkbox"/> 7.7D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 7.7D.2 consistent, appropriate use of verb tenses <input type="checkbox"/> 7.7D.3 conjunctive adverbs <input type="checkbox"/> 7.7D.4 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 7.7D.5 pronoun-antecedent agreement <input type="checkbox"/> 7.7D.6 subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor <input type="checkbox"/> 7.7D.7 correct capitalization <input type="checkbox"/> 7.7D.8 punctuation, including commas to set off words, phrases, and clauses, and semicolons elements <input type="checkbox"/> 7.7D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
7.7E publish written work	<input type="checkbox"/> 7.7E.1 publish written work for appropriate audiences			
7.7F use the writing process to compose literary texts	<input type="checkbox"/> 7.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 7.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 7.7F compose poetry using genre characteristics and craft			
7.7G use the writing process to compose informational texts	<input type="checkbox"/> 7.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
7.7H use the writing process to compose argumentative texts	<input type="checkbox"/> 7.7H compose argumentative texts using genre characteristics and craft			
7.7I compose correspondence	<input type="checkbox"/> 7.7I.1 compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			

Reading and Writing – Grade 7 (all standards)

		CHECKPOINT		
		1	2	3
Research	Instructional Focus			
7.8 use research skills to plan and present in written, oral, or multimodal formats	<ul style="list-style-type: none"> <input type="checkbox"/> 7.8A.1 generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 7.8A.2 develop and revise a plan <input type="checkbox"/> 7.8A.3 refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 7.8A.4 identify and gather relevant information from a variety of primary and secondary sources <input type="checkbox"/> 7.8A.5 synthesize information from a variety of sources <input type="checkbox"/> 7.8A.6 differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 7.8A.7 examine sources for reliability, credibility, and bias <input type="checkbox"/> 7.8A.8 examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype <input type="checkbox"/> 7.8A.9 display academic citations and use source materials ethically <input type="checkbox"/> 7.8A.10 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results 			