Bridge Builder 7th Grade English	Code	ACTIVITY 1: STRUCTURAL CONCEPTS	BRIDGE BUILDER ACTIVITIES 2A, 2B, AND 2C: BEAM ME UP	ACTIVITY 3: COMPUTER-BASED BRIDGE MODELING	ACTIVITY 4: BASIC BOX BRIDGE STRUCTURE	ACTIVITY 5: IMPROVED BOX BRIDGE STRUCTURE	
R E A D I N G							
Word Recognition and Word Study							
Word Recognition Students will…							
explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context	**R.WS.07.01**		███	███	███	███	
use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.	**R.WS.07.02**		███	███	███	███	
automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	**R.WS.07.03**		███	███	███	███	
know the meanings of words encountered frequently in grade-level reading and oral language contexts.	**R.WS.07.04**		███	███	███	███	
acquire and apply strategies to identify unknown words and construct meaning.	**R.WS.07.05**		███	███	███	███	
Fluency Students will…							
fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.	**R.WS.07.06**		███	███	███	███	

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Vocabulary **Students will…**							
in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.	**R.WS.07.07**						
Narrative Text **Students will…**							
identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.	**R.NT.07.01**						
analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.	**R.NT.07.02**						
analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.	**R.NT.07.03**						
analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.	**R.NT.07.04**						

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Informational Text **Students will…**							
analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.	**R.IT.07.01**						
analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.	**R.IT.07.02**						
explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.	**R.IT.07.03**						
Comprehension **Students will…**							
connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	**R.CM.07.01**	▓	▓	▓	▓	▓	
retell through concise summarization grade-level narrative and informational text.	**R.CM.07.02**	▓	▓	▓	▓	▓	
analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	**R.CM.07.03**	▓	▓	▓	▓	▓	
apply significant knowledge from grade-level science, social studies, and mathematics texts.	**R.CM.07.04**	▓	▓	▓	▓	▓	

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Metacognition **Students will…**							

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self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	R.MT.07.01	██	██	██	██	██	
plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern	R.MT.07.02	██	██	██	██	██	
Critical Standards **Students will…**							
analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	R.CS.07.01						
Reading Attitude **Students will…**							
be enthusiastic about reading and do substantial reading and writing on their own.	R.AT.07.01						
W R I T I N G							
Writing Genre **Students will…**							

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write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).	W.GN.07.01						
Bridge Builder	**Code**						
write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.	W.GN.07.02						
formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.	W.GN.07.03						
Writing Process **Students will…**							
set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	W.PR.07.01						

apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	**W.PR.07.02**						
revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.	**W.PR.07.03**						
draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	**W.PR.07.04**						
proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups	**W.PR.07.05**						
Personal Style **Students will…**							
exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing(e.g., emotional appeal, strong opinion, credible support).	**W.PS.07.01**						

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Grammar and Usage **Students will…**							
in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.	**W.GR.07.01**	▓	▓	▓	▓	▓	
Spelling **Students will…**							
in the context of writing, correctly spell the derivatives of bases and affixes.	**W.SP.07.01**						
Handwriting **Students will…**							
write neat and legible compositions	**W.HW.07.01**	▓	▓	▓	▓	▓	
Writing Attitude **Students will…**							
be enthusiastic about writing and learning to write.	**W.AT.07.01**						
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S P E A K I N G							

Conventions Students will…								
adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	S.CN.07.01							

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speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.	S.CN.07.02						
present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	S.CN.07.03						
Discourse **Students will…**							
engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	S.DS.07.01						
respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.	S.DS.07.02						
Bridge Builder	**Code**						
discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).	S.DS.07.03						

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plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.	S.DS.07.04						
L I S T E N I N G & V I E W I N G							
Conventions **Students will…**							
respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.	L.CN.07.01						
listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.							
Response **Students will…**							
listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.	L.RP.07.01						
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select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.07.02						

select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.07.02**						
identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.	**L.RP.07.03**						
ask probing questions of speakers, focusing on claims and conclusions presented.	**L.RP.07.04**						
respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.	**L.RP.07.05**						
evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.	**L.RP.07.06**						
identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.	**L.RP.07.07**						