

## Writing Grade Expectations: Grade 7

### Standard 1.5: Writing Dimensions

#### Writing Process

**W7: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

### Standard 1.6: Writing Conventions

#### Writing Conventions

**W7: 2** In independent writing, students demonstrate command of appropriate English conventions by...

- Applying rules of standard English usage to correct grammatical errors  
EXAMPLES: clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns  
W-7-9.1
- Applying capitalization rules  
W-7-9.2
- Applying appropriate punctuation to various sentence patterns to enhance meaning  
EXAMPLES: colons, semicolons  
W-7-9.4

**W7: 3** In independent writing, students demonstrate command of conventional English spelling by...

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules  
EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes  
W-7-9.5
- Correctly spelling grade-appropriate word groups that share a common root (e.g., “structure,” “construction,” “instruct,” “destruction”)
- Recognizing spelling-meaning connections  
EXAMPLES: “sign/signal,” “define/definition,” “critic/criticize”
- Applying conventional spelling patterns/rules to new situations  
EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes
- Using resources to correct spelling

### Standard 5.18: Structures

#### Structures of Language

**W7: 4** Students demonstrate command of the structures of the English language by...

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)  
W-7-1.1
- Using the paragraph form: indenting, main idea, supporting details  
W-7-1.2
- Recognizing organizational structures *within* paragraphs or *within* texts  
EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, problem/solution  
EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes  
W-7-1.3
- Using a format and text structure appropriate to the purpose of the writing  
W-7-1.4

**Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices,  
Standard 5.13: Responding to Text**

**Writing in Response to Literary or Informational Text**

**W7: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...**

- Selecting and summarizing key ideas to set context W-7-2.1
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas W-7-2.3

**W7: 6 In response to literary or informational text, students make and support analytical judgments about text by...**

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question W-7-3.1
- Using specific details and references to text or relevant citations to support focus or judgment W-7-3.3
- Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft  
EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres W-7-3.2

**W7: 7 In response to literary or informational text, students engage readers by...**

- Organizing ideas using transition words/phrases and writing a conclusion that provides closure W-7-3.4
- Addressing the reader's possible questions
- Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, if appropriate

**Standard 1.8: Reports**

**Standard 1.19: Research**

**Informational Writing: Reports**

**W7: 8 In reports, students organize information/concepts by...**

- Using an organizational text structure appropriate to focus/controlling idea  
EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast, problem/solution W-7-6.1
- Selecting appropriate information to set context, which may include a lead/hook W-7-6.2
- Using transition words or phrases appropriate to organizational text structure W-7-6.3
- Writing a conclusion that provides closure W-7-6.4
- Obtaining information from multiple locations or sources when appropriate
- Listing and citing sources, using accepted form, if appropriate

**W7: 9 In reports, students effectively convey a perspective on a subject by...**

- Stating and maintaining a focus/controlling idea W-7-7.2
- Writing with a sense of audience, when appropriate W-7-7.3

**W7: 10 In reports, students demonstrate use of a range of elaboration strategies by...**

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information  
W-7-8.2
- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images  
W-7-8.3
- Addressing readers' concerns (including providing context)  
W-7-8.4
- Commenting on the significance of the information, when appropriate  
W-7-8.5

**Standard 1.9: Narratives**

**Standard 5.11: Literary Elements and Devices**

**Expressive Writing: Narratives**

**W7: 11 In written narratives, students organize and relate a story line plot/series of events by...**

- Creating a clear and coherent (logically consistent) story line  
W-7-4.1
- Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning  
W-7-4.3
- Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view  
W-7-4.2

**W7: 12 Students demonstrate use of narrative strategies by...**

- Using relevant and descriptive details and sensory language to advance the story line  
W-7-5.1
- Using dialogue to advance action  
W-7-5.2
- Developing characters through description, speech and actions  
W-7-5.3
- Using voice appropriate to purpose  
W-7-5.4
- Maintaining focus  
W-7-5.5

**Standard 1.10: Procedures**

**Informational Writing: Procedures**

**W7: 13 In written procedures, students organize steps of procedures by...**

- Providing a purpose by giving context to let the reader know when the procedure is appropriate  
W-7-6.2 and W-7-8.4
- Using a variety of transitions to arrange the steps in a logical manner  
W-7-6.3
- Using details and examples to help the reader understand and visualize the process  
W-7-8.3
- Providing a list of specific materials, if appropriate  
W-7-6.2
- Providing a conclusion that advances the reader's understanding or appreciation of the process  
W-7-6.4

**W7: 14 In written procedures, students anticipate the readers' needs by...**

- Addressing problems that might arise for the reader

W-7-8.4

- Creating a format that is easy to follow

## **Standard 1.11: Persuasive Writing**

### **Informational Writing: Persuasive Writing**

**W7: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...**

- Setting the context and restating the problem, taking audience into account, as needed

W-7-6.2 and W-7-7.3

- Stating a clear position on the problem or issue (purpose)

W-7-7.2

**W7: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...**

- Arranging supporting evidence persuasively

W-7-6.1

- Providing and elaborating on with convincing and appropriate facts and details

W-7-8.3

EXAMPLES: definitions, descriptions, illustrations, anecdotes, arguments, reasons, precise language

- Addressing the reader's potential concerns or counterarguments

W-7-8.4

- Writing a conclusion that provides closure

W-7-6.4

## **Standard 1.12: Personal Essay**

### **Expressive Writing: Reflective Essay**

**W7: 17 In reflective writing, students make connections between personal experiences and ideas by...**

- Using concrete details and sensory language to establish context (purpose)
- Establishing or evolving focus
- Establishing individual voice and using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, or interpreting the experience
- Having coherent organization through a natural progression of ideas

## **Standard 1.23: Poetry**

## **Standard 5.11: Literary Elements and Devices**

### **Expressive Writing: Poetry**

**W7: 18 In writing poetry, demonstrate awareness of purpose by...**

- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express mood, thought, or feeling

**W7: 19 In writing poetry, use language effectively by...**

- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme, rhythm, or figurative language
- EXAMPLES: simile, personification, alliteration, onomatopoeia
- Using a variety of poetic forms