

7TH GRADE WRITING STANDARDS BREAKDOWN

Anchor Standard/ Domain Name: Writing

Text Types and Purposes W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard Text:

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from and supports the argument presented.

Students who can demonstrate understanding can:

- construct arguments to defend claims which say *what* they claim and *why*.
- provide logical reasons and evidence from reliable sources that show students understand the text or topic.
- identify and make concessions to conflicting or differing claims.
- clarify different relationships among claim(s) and reasons by choosing language (words, phrases, clauses) and adopting a formal style that adds cohesion and clarity.
- connect all ideas, claims, and reasons in a logical way that proceeds and supports their argument.
- write a logical, coherent, and well thought introduction and conclusion to an argument.

Vertical Alignment to Previous Grades:

W.5.1, W.6.1

Vertical Alignment to Future Grades:

W.8.1, W.9-10.1

Clarification Statement:

Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of seventh grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.

Vocabulary for Teacher Development:

- **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain
- **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium
- **bias** - cause to feel or show inclination or prejudice for or against someone or something
- **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth
- **cohesion** – the action of forming a unified whole; the quality of being united logically

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| | <ul style="list-style-type: none"> ● credible source - a source that is unbiased and is backed up with evidence ● relevant - closely connected or appropriate to what is being done or considered |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Text Types and Purposes W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | |
| <p>Standard Text: W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● explain and provide information about a subject or idea(s), choosing only the details and information related to the topic. ● introduce the topic in a way that is both clear and allows readers to anticipate what will come after. ● organize and elaborate upon the topic through the use of graphics and document design. Including facts, examples, concrete details, and evidence. ● ensure cohesion by making use of transitions and precise vocabulary. ● maintain a formal style appropriate to the audience and purpose. ● logically connect all information and explanations presented in a thoughtful, coherent conclusion. ● use transitions to clarify ideas. ● use specific vocabulary to show understanding and explain reasoning. |
| <p>Vertical Alignment to Previous Grades: W.5.2, W.6.2</p> <p>Vertical Alignment to Future Grades: W.8.2, W.9-10.2</p> | <p>Clarification Statement: Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of seventh grade, students understand how to</p> |

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| | <p>write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause ● cohesion – the action of forming a unified whole; the quality of being united logically ● compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar ● concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Text Types and Purposes W3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> | |
| <p>Standard Text: W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● convey real or imagined experiences and events through narratives that employ appropriate methods, sensory details, and story structure. ● engage the reader and clarify what is happening, who is involved, and the point of view of the experience. ● arrange events in authentic sequences that are believable by utilizing dialogue, pacing, and description. ● create various transitional wording or literary devices to orient the reader when there are shifts in time or setting. ● choose words and phrases that convey emotions and details to the action, experiences, or events being described. ● create a conclusion that brings the story to a satisfying ending point. ● use word choice and vocabulary to convey a mood or experience. |
| <p>Vertical Alignment to Previous Grades: W.5.3, W.6.3</p> | <p>Clarification Statement:</p> |

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| <p>Vertical Alignment to Future Grades: W.8.3, W.9-10.3</p> | <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of seventh grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency) ● phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) ● point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Production and Distribution of Writing W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | |
| <p>Standard Text: W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● organize ideas, concepts, and information prior to writing. ● deconstruct a writing task. ● address the purpose for writing. ● produce writing that is organized and appropriate for tasks or audiences. ● produce a well-developed piece of writing that demonstrates the appropriate style needed to convey meaning and tone. |
| <p>Vertical Alignment to Previous Grades: W.5.4, W.6.4</p> <p>Vertical Alignment to Future Grades: W.8.4, W.9-10.4</p> | <p>Clarification Statement: Construct writing that ensures clarity and coherence. Develop and organize ideas and create a style that is appropriate to the audience, purpose, and occasion when composing types of writing as outlined in writing standards 1-3.</p> <p>By the end of seventh grade, students need to be able produce writings that are appropriate for tasks and audiences. They need to show appropriate organization and make sure the style matches the format of their writing.</p> |

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| | <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium • organization – the structure or arrangement of related or connected items • purpose – the reason for which something is done or created • task – type of writing assignment |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Production and Distribution of Writing W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | |
| <p>Standard Text: W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • plan a piece of writing using varied techniques and strategies. • recognize spelling, grammar, and punctuation errors and have strategies to correct them. • evaluate for task, purpose, and audience. • analyze and strengthen writing using various strategies or trying a new approach. • plan, revise, edit, rewrite their own writing and that of others. • collaborate with others to improve writing. • try new approaches in writing to better fit the purpose of the writing. |
| <p>Vertical Alignment to Previous Grades: W.5.5, W.6.5</p> <p>Vertical Alignment to Future Grades: W.8.5, W.9-10.5</p> | <p>Clarification Statement: Analyze and gather ideas about the topic with help from classmates and teachers. Make a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say or organize it. Choose different formats, mixed media, or blended genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea. Students will evaluate as they go, the degree to which their purpose and audience have been attended to.</p> <p>Students should be able to utilize the writing process to improve their writings and peer edit others' writings. Students should rewrite responses and try new approaches.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • editing – prepare written material for publication by correcting, condensing, or modifying it • language conventions – different combinations of ways a writer manipulates language to show the audience something in a unique way • planning – the process of brainstorming before drafting • revising – to re-examine and make alterations to • rewriting – write something again to alter or improve it |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Production and Distribution of Writing W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> | |

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| <p>Standard Text: W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● compose texts using digital devices, software, websites, and other digital tools. ● collaborate with others on written and multimedia productions, using tools to publish, distribute, and display work. ● use digital devices to collaborate with others on a written task. ● create digital links to cite sources. |
| <p>Vertical Alignment to Previous Grades: W.5.6, W.6.6</p> <p>Vertical Alignment to Future Grades: W.8.6, W.9-10.6</p> | <p>Clarification Statement: Students use digital tools and resources to create and share writing with audiences (e.g. screencasts, web-based word processing tools, articles, etc.) and to provide direct hyperlinks and citations for sources. Students also use digital tools (e.g. conferencing apps, web extensions, collaborative websites, etc.) to communicate and collaborate with peers.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● collaborate - work jointly on an activity, especially to produce or create something ● digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● interact – to act in such a manner as to influence another ● publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Research to Build and Present Knowledge W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> | |
| <p>Standard Text: W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● analyze a research question through a brief investigation. ● construct a research project using multiple sources and adjusting the focus of inquiry when necessary. ● conduct research to answer a question. ● use multiple sources to further investigation. |
| <p>Vertical Alignment to Previous Grades: W.5.7, W.6.7</p> <p>Vertical Alignment to Future Grades: W.8.7, W.9-10.7</p> | <p>Clarification Statement: Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that will direct their research and focus.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● inquiry - an act of asking for information; an official investigation ● research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, |

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| | <p>drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p> |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Research to Build and Present Knowledge W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> | |
| <p>Standard Text: W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● assess the quality of a source for reliability and validity. ● use appropriate search terms to narrow research topics and information when gathering information. ● cite the research evidence via paraphrasing or direct quotations. ● follow a standard form for citations (i.e. MLA, APA or Chicago Style). |
| <p>Vertical Alignment to Previous Grades: W.5.8, W.6.8</p> <p>Vertical Alignment to Future Grades: W.8.8, W.9-10.8</p> | <p>Clarification Statement: Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each source for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, etc.) to avoid plagiarism.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● credibility – the quality of being trusted and believed in ● digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats ● paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding ● plagiarism – taking someone else's work or ideas and passing them off as one's own |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Research to Build and Present Knowledge W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>Standard Text: W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● draw evidence from a literary/informational text. ● analyze information and support an analysis. ● trace and evaluate the argument and specific claims in a text. ● research a topic. |
| <p>Vertical Alignment to Previous Grades:</p> | <p>Clarification Statement:</p> |

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| <p>W.5.9, W.6.9</p> <p>Vertical Alignment to Future Grades: W.8.9, W.9-10.9</p> | <p>Students should be able to write responses to demonstrate the application of strategies, support their interpretations, reflections, and share their findings with evidence from seventh grade appropriate texts.</p> <p>By the end of seventh grade, they should be able to analyze the author's word choice, text structure, organization, arguments, claims, and pieces of evidence in their writing.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● sound reasoning – reasoning that makes sense and follows some sort of logic ● sufficient - enough or adequate ● trace – a procedure to investigate the source of something |
| <p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Range of Writing W.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> | |
| <p>Standard Text: W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● write routinely for a range of discipline-specific tasks, purposes, and audiences. ● understand the purpose for writing and address the audience with a clear, concise thesis statement. ● incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts. |
| <p>Vertical Alignment to Previous Grades: W.5.10, W.6.10</p> <p>Vertical Alignment to Future Grades: W. 8.10, W.9-10.10</p> | <p>Clarification Statement: Students need to write daily for varying lengths of time and purpose. Students should be able to reflect, research, and revise in different contexts and modes (timed, in-class, and extended tasks), for a variety of audiences.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● reflection – serious thought or consideration about something that is written down or expressed ● task – type of writing assignment |