

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 7

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products</p>	<p>Writing Process</p>	<p>Use an organizational format appropriate to the writing task and audience (1a)</p> <p>Compose a multi-paragraph piece of writing that includes an introduction, supporting paragraphs, a conclusion, and transitional words and phrases (1b)</p> <p>Elaborate by naming, describing, explaining, and/or comparing (1c)</p> <p>Revise to delete unnecessary details and ensure sentence sense (1d)</p> <p>Edit elements identified in Power Standard #2 (1e)</p>
1.6	<p>W7: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> • Applying rules of standard English usage to correct grammatical errors EXAMPLES: <u>clear pronoun referent</u>, subject-verb agreement, <u>consistency of verb tense, irregular forms of verbs and nouns</u> W-7-9.1 • <u>Applying capitalization rules</u> W-7-9.2 • <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u> EXAMPLES: <u>colons, semicolons</u> W-7-9.4 	<p>Writing Conventions</p>	<p>Use commas to punctuate compound sentences (2a)</p> <p>Use appropriate punctuation for dialogue (2b)</p> <p>Use commas after introductory words, phrases, or clauses (2c)</p> <p>Use apostrophes for plural possessive nouns (2d)</p>

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<p>1.6</p>	<p>W7: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> 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., “<u>structure</u>,” “<u>construction</u>,” “<u>instruct</u>,” “<u>destruction</u>”) <u>Recognizing spelling-meaning connections</u> EXAMPLES: “<u>sign/signal</u>,” “<u>define/definition</u>,” “<u>critic/criticize</u>” Applying <u>conventional</u> spelling patterns/rules to new situations EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes <u>Using resources to correct spelling</u> 	<p>Writing Conventions</p>	<p>Use resources to check and correct spelling (2e)</p>
<p>5.18</p>	<p>W7: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> 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 	<p>Structures of Language</p>	<p>Use correct paragraph formatting (2f)</p>

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	<ul style="list-style-type: none"> Recognizing organizational structures <i>within</i> paragraphs <u>or within texts</u> EXAMPLES (of text structures): description, <u>sequential</u> chronology, proposition/support, compare/contrast, <u>problem/solution</u> 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 		
1.7, 5.11, 5.13	<p>W7: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> Selecting and <u>summarizing key ideas to set context</u> W-7-2.1 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u>, by referring to and explaining relevant ideas W-7-2.3 	<p>Writing in Response to Literary or Informational Text</p>	<p>Summarize context (story or key ideas) (3a)</p> <p>Draw a conclusion by synthesizing relevant information and making a connection to broader ideas (3d)</p>
1.7, 5.11, 5.13	<p>W7: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question W-7-3.1 	<p>Writing in Response to Literary or Informational Text</p>	<p>Provide evidence from text, including direct citation(s), to support an analytical judgment (3b)</p> <p>Make inferences about content, events, theme, and author's craft (3c)</p>

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	<ul style="list-style-type: none"> 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, <u>theme, or author's craft</u> EXAMPLES: Making links between <u>characterization</u> and <u>author's choice of words</u>; <u>making links to characteristics of literary forms or genres</u> W-7-3.2 		
1.7, 5.11, 5.13	<p>W7: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> 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 <u>sentence patterns</u>) for desired effect on reader, if <u>appropriate</u> 	Writing in Response to Literary or Informational Text	
1.8, 1.19	<p>W7: 8 In reports, students organize information/concepts by...</p> <ul style="list-style-type: none"> Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast, <u>problem/solution</u> W-7-6.1 Selecting appropriate information to set context, which may include a lead/hook W-7-6.2 	Informational Writing: Reports	<p>Obtain information from multiple locations or sources (4a)</p> <p>List and cite sources using accepted format (4b)</p>

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	<ul style="list-style-type: none"> 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 <u>citing sources, using accepted form, if appropriate</u> 		
1.8, 1.19	<p>W7: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> Stating and maintaining a focus/controlling idea W-7-7.2 <u>Writing with a sense of audience, when appropriate</u> W-7-7.3 	Informational Writing: Reports	
1.8, 1.19	<p>W7: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> 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 <u>Commenting on the significance of the information, when appropriate</u> W-7-8.5 	Informational Writing: Reports	

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<p>1.9, 5.11</p>	<p>W7: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> • Creating a clear and coherent (logically consistent) story line W-7-4.1 • <u>Using a variety of effective transitional devices</u> (e.g., <u>ellipses, time transitions, white space, words/phrases</u>) to enhance meaning W-7-4.3 • Establishing context, <u>character motivation</u>, <u>problem/conflict/challenge</u>, and <u>resolution</u>, and <u>maintaining point of view</u> W-7-4.2 	<p>Expressive Writing: Narratives</p>	<p>Create a clear and coherent story line (5a)</p> <p>Establish a context, character motivation, problem/conflict/challenge, and resolution (5b)</p>
<p>1.9, 5.11</p>	<p>W7: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • 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 	<p>Expressive Writing: Narratives</p>	<p>Use relevant and descriptive details, sensory language, and/or dialogue to advance the story line (5c)</p>

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<p>1.10</p>	<p>W7: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • 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 	<p>Informational Writing: Procedures</p>	
<p>1.10</p>	<p>W7: 14 In written procedures, students anticipate the readers' needs by...</p> <ul style="list-style-type: none"> • Addressing problems that might arise for the reader W-7-8.4 • Creating a format that is easy to follow 	<p>Informational Writing: Procedures</p>	
<p>1.11</p>	<p>W7: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <ul style="list-style-type: none"> • <u>Setting the context</u> and restating the problem, <u>taking audience into account, as needed</u> W-7-6.2 and W-7-7.3 • Stating a clear position on the problem or issue (purpose) W-7-7.2 	<p>Informational Writing: Persuasive Writing</p>	

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<p>1.11</p>	<p>W7: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <ul style="list-style-type: none"> • <u>Arranging supporting evidence persuasively</u> W-7-6.1 • Providing and elaborating on with <u>convincing</u> and appropriate facts and details W-7-8.3 <p>EXAMPLES: <u>definitions, descriptions, illustrations, anecdotes, arguments, reasons, precise language</u></p> <ul style="list-style-type: none"> • Addressing the reader’s potential concerns or counterarguments W-7-8.4 • Writing a conclusion that provides closure W-7-6.4 	<p>Informational Writing: Persuasive Writing</p>	
<p>1.12</p>	<p>W7: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> • Using concrete details and sensory language to establish context (purpose) • Establishing or evolving focus • <u>Establishing</u> individual voice and <u>using</u> a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, or <u>interpreting the experience</u> • Having coherent organization <u>through a natural progression of ideas</u> 	<p>Expressive Writing: Reflective Essay</p>	

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1.23, 5.11	<p>W7: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> • Writing poems in a variety of voices for a variety of audiences (purpose) • Writing poems that express <u>mood</u>, thought, or feeling 	Expressive Writing: Poetry	
1.23, 5.11	<p>W7: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> • Selecting vocabulary according to purpose or for effect on audience • Using rhyme, rhythm, or figurative language EXAMPLES: simile, personification, <u>alliteration</u>, <u>onomatopoeia</u> • Using a variety of poetic forms 	Expressive Writing: Poetry	