**GRADE 7- Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (1):** Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **CCSS – Grade Specific Writing Standard 1: Text Types and Purposes** |
| **Grade 6:** Write arguments tosupport claim(s) with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that  follows from the argument  presented. | **Grade 7: Write arguments to** **support claim(s) with clear** **reasons and relevant evidence.** **a. Introduce claim(s), acknowledge alternate or opposing claim(s), 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.**  | **Grade 8:** Write arguments to support claim(s) with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claim(s), 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), counterclaim(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. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Persuasion and argument
* Difference between relevant and irrelevant evidence
* Reason(s) (e.g., position, claims, support, debatable issue as opposed to single-sided issue or report topic)
* Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts)
* Style (e.g., formal, informal, specific to audience)
* Clear reasons and relevant evidence (e.g., relevant facts, statistics, credible personal and expert opinions and/or examples)
* Reasoned and logical argument/case
* Primary sources
* Secondary sources (e.g., UDLib/Search)
* Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions/action, provides background information, commands reader’s attention)
* Awareness of audience
* Organizational pattern/ structure
* Cohesive and transitional devices (e.g., words, phrases, clauses)
* Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement)
* Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon)
* Effective rhetorical devices (e.g., rhetorical question, repetition, direct address)
* Format choices (e.g., business letter, editorial, review, advertisements)
* Effective conclusion (e.g., one that provides call to action/next step or answers the “so what” question, moves beyond summary)
 | * Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.
* Good authors use model/examples texts to guide them as they compose their own persuasive pieces.
 | * Identify a debatable issue
* Distinguish the pros and cons
* Select a position/claim
* Develop a position/claim
* Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides
* acknowledging the opposing point of view
* differentiating between relevant and irrelevant reasons/evidence
* including an appropriate variety of reasons/evidence including primary and secondary sources
* addressing the needs of the audience
* prioritizing the reasons/evidence
* Select an appropriate writing format
* Write arguments to support claim(s) with clear

reasons and relevant evidence by:* introducing claim(s)
* organizing the reasons and evidence logically
* supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
* acknowledging alternate or opposing claim(s),
* providing a concluding statement or section that follows from and supports the argument presented.
* using words, phrases, and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s), between reasons, and evidence, between claim(s) and counterclaim(s)
* establishing and maintaining a formal, consistent and appropriate style
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| **Range of Writing CCSS – Grade Specific Writing Standard 10 (Grade 7)**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. |

**GRADE 7- Text Types and Purposes**

**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (2):** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **CCSS – Grade Specific Writing Standard 2: Text Types and Purposes** |
| **Grade 6:** Write informative/explanatory texts to examine atopic and convey ideas,concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; 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.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate transitions to clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f.Provide a concluding statement or section that follows from the information or explanation presented. | **Grade 7: Write informative/****explanatory texts to examine a** **topic and convey ideas, concepts,** **and information through the** **selection, organization, and** **analysis of relevant content.** **a. 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.** **b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.** **c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.** **d. Use precise language and domain-specific vocabulary to inform about or explain the topic.** **e. Establish and maintain a formal style.** **f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**  | **Grade 8:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding  statement or section that follows from and  supports the information  or explanation  presented. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Informative/explanatory writing
* Topic
* Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)
* Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)
* Formatting devices (e.g., headings)
* Graphics (e.g., charts, tables)
* Multimedia
* Domain-specific vocabulary
* Use non-literal language (e.g., idioms, slang, figurative language, dialect pun)
* Style (e.g., formal, informal, specific to audience)
* Primary sources
* Secondary sources (e.g., UDLib/Search)
* Effective introduction/ hook (e.g., one that presents a simple thesis and provides necessary background information)
* Awareness of audience
* Transition words, phrases, clauses
* Coherence (paragraph unity, sentence cohesion, parallelism)
* Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)
* Effective conclusion that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue, thought-provoking quote, reinforcing the importance of information)
 | * Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly and effectively.
* Good authors use informative/explanatory writing to communicate information related to real-world tasks.
* Good authors use model/example texts to guide them as they compose informative/expository texts.
* Good readers and writers write to make meaning of what they read.
 | * Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment
* Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples
* differentiating between relevant and irrelevant information
* addressing the needs of the audience
* generating new ideas and/or perspectives
* avoiding plagiarism
* selecting an organizational pattern appropriate for the topic and purpose
* Select an appropriate writing form
* Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by
* engaging the reader with an introduction/hook that presents the topic
* introducing the topic clearly previewing what is to follow
* organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect
* addressing the needs of the audience
* developing topic with relevant facts, definitions, concrete details, quotations or other information and examples
* using appropriate transitions to create cohesions and clarify the relationships among ideas and concepts
* using precise language and domain-specific vocabulary to inform about or explain the topic
* establishing and maintaining a formal style
* including formatting devices, graphics, and multimedia when useful to aiding comprehension
* providing a concluding statement or section that follows from and supports the information or explanation presented
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| **Range of Writing CCSS – Grade Specific Writing Standard 10 (Grade 7)**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. |

**GRADE 7- Text Types and Purposes**

**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard Key Ideas and Details (3):** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **CCSS – Grade Specific Writing Standard 3: Text Types and Purposes** |
| **Grade 6:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**e.** Provide a conclusion that follows from the narrated experiences or events. | **Grade 7: Write narratives** **to develop real or imagined** **experiences or events using** **effective technique, relevant** **descriptive details, and well-****structured event sequences.** **a. 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.** **b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.** **c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.** **d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.****e. Provide a conclusion that follows from and reflects on the narrated** **experiences or events.**  | **Grade 8:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. 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.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**e.** Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Narrative writing
* Topic
* Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)
* Character types
* Narrator
* Dialogue
* Elaboration
* Awareness of audience
* Description
* Reaction/response (e.g., Why was the event important? How did the event make you feel?)
* Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback)
* Relevant, concrete details/examples
* Difference between relevant and irrelevant details
* Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)
* Transitional words and phrases
* Coherence (paragraph unity, sentence cohesion, parallelism)
* Closure/ending/conclusion
* Forms (e.g., short stories, journals, poems, personal essays, memoir)
* Mood/reader’s reaction (e.g., humorous, light, mysterious)
 | * Good authors of narrative writing effectively develop stories to immerse the reader in the experience or event
* Good authors use model/example texts to guide them as they compose their own narrative pieces.
* Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.
 | * Select/identify real or imagined experiences or event(s) to tell about
* Select/identify point of view through which the narrative will be told
* Select/identify details about an event(s) and people
* differentiating between relevant and irrelevant details
* addressing the needs of the audience
* selecting an organizational pattern appropriate for the topic and purpose
* Select an appropriate writing form
* Write narratives to

develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences by * engaging the reader by

establishing a context and point of view introducing a narrator and/or characters* organizing an event sequence that unfolds naturally and logically
* using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events and/or characters
* using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
* using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
* providing a conclusion that follows from the narrated experiences or events
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| **Range of Writing****CCSS – Grade Specific Writing Standard 10 (Grade 7)**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. |