**SEVENTH GRADE WRITING GUIDE**

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| Please review the Sixth Grade Skills Lessons on the Writer’s Workshop Check Sheet. |

*\*Page numbers are from Crafting Nonfiction by Linda Hoyt and Kelly Boswell.*

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| **GENERAL WRITING SKILLS** | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | August | 310, 312-315, 322-323  Page 324 (Grammar) |
| Spell correctly. | August | 92-93  138-139  346-347 |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. | August | 310, 312-315, 322-323 |
| Explain the function of phrases and clauses in general and their function in specific sentences. | September | <http://tlc.uoregon.edu/publications/studyskills/GrammarHandouts/PhrasesandClauses.pdf>  <http://www.k12reader.com/subject/grammar/parts-of-a-sentence/clause/> |
| Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | September | 272-285 |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | September | <http://www.grammar-monster.com/glossary/dangling_modifier.htm>  (A fun idea is to look at cartoon images of funny examples of dangling modifiers. You can find these by simply using Google search.) |
| Use a comma to separate coordinate adjectives. | October | <http://grammarist.com/grammar/coordinate-adjectives/> |
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | October | 108-109 |
| **NARRATIVE WRITING** | | |
| Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | August—  September  and January-- February (repeated for a second narrative) | <http://www.proteacher.net/discussions/showthread.php?t=431547>  <http://writingfix.com/genres/narrative.htm#5>  (Writing prompts, examples, and a lesson on narrative writing.) |
| 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. | August/January | 190-191  94-95  96-97  <http://grammar.about.com/od/pq/g/povterm.htm> |
| Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (See the *Idea Development* poster.) | August/January | <http://betterlesson.com/community/lesson/29154/adding-dialogue>  <http://www.brighthubeducation.com/high-school-english-lessons/12897-writing-dialogue-effectively/>  <http://youngteacherlove.blogspot.com/2012/11/writing-dialogue-part-2.html> |
| Use flashbacks (see the *Idea Development* poster) to develop experiences and events. | September/  February | <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html#resources> |
| Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | August/January | 218-219  244-245 |
| Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | September/  February | 160-161  118-119 |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | September/  February | 212-213  214-215 |
| Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | August/January | 44-63 |
| Provide a conclusion that follows from and reflects on the narrated experiences or events. | August/January | <http://www.thewritesource.com/studentmodels/ws2k-gvnglife.htm> |
| **INFORMATIVE/EXPLANATORY WRITING** | | |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | October—  December | Timeforkids.com  Teenink.com  <https://learnzillion.com/lessonsets/432-writing-informative-essay-in-response-to-the-diamond-necklace>  (This is a lesson set for informational writing.) |
| 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, graphics, and multimedia when useful to aiding comprehension. | October/  November | 68-69  84-85  144 (Presenting)  188-189  286 (Text Features)  184-185  70-71  252-253 |
| Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | October/  November | 188-189 |
| Use analogies to develop a topic. (See *the Idea Development* poster.) | December | <http://grammar.about.com/od/topicsuggestions/a/Thirty-Writing-Topics-Analogy.htm>  (There is a list of topics for writing analogies on this page.) |
| Use anecdotes to develop a topic. (See the *Idea Development* poster.) | December | <http://examples.yourdictionary.com/examples-of-anecdotes.html> |
| Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | November | 90-91  198-199  242-243  244-245 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | November | 210-211 |
| Establish and maintain a formal style. | November | <https://www.youtube.com/watch?v=2Y1nkEf0rAM> (A great lesson on tone.)  <https://www.youtube.com/watch?v=sdDBY2-Wmis> (Explains the difference between formal and informal writing styles.) |
| Provide a concluding statement or section that follows from and supports the information or explanation presented. | December | 192-193 |
| **ARGUMENT WRITING** | | |
| Write arguments to support claims with clear reasons and relevant evidence.  of the topic or text. | March--May | <https://learnzillion.com/lessonsets/369-7th-grade-argumentative-writing-responding-to-a-prompt>  (This is a set of lessons on writing an argument in response to a prompt.) |
| Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | March | 181 (possible organizer)  <https://learnzillion.com/lessons/1692-acknowledge-an-opposing-view-in-argumentative-writing> |
| Establish and maintain a formal style. | March | 264-265 |
| Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding. | April | <http://www.education.wisc.edu/docs/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvrsn=2>  (Website credibility checklist) |
| Use questions - asking rhetorical questions –to develop/support an opinion. (See the *Idea Development* poster.) | April | <https://www.youtube.com/watch?v=cCK6wQ0BoxI> |
| Use statistics to develop/support an opinion. (See the *Idea Development* poster.) | April | <http://knowledge.thinkingstorm.com/SourcesEvidence/UsingStatisticsinWriting.aspx> |
| Provide a concluding statement or section that follows from and supports the argument presented. | April | 100-101 |

**Ongoing Writing Standards:**

* 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.
* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* 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.

**Ongoing Reading Standards:**

* Apply grade 7 Reading standards to literature.
* Apply grade 7 Reading standards to literary nonfiction.
* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
* Use context as a clue to the meaning of a word or phrase.
* Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
* Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
* Verify the preliminary determination of the meaning of a word or phrase.
* Interpret figures of speech in context.
* Use the relationship between particular words to better understand each of the words.
* Distinguish among the connotations of words with similar denotations.
* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.