

READINESS STANDARDS - Grade 7 Writing

(7.14) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing

Draft, Organizational structure, Organizational strategy, Coherent

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

Revise, Precise, Vivid, Imagery, Point of view, Internal coherence, External coherence, Transition, Simple sentence, Compound sentence, Complex sentence

(D) edit drafts for grammar, mechanics, and spelling

Edit, Draft, Grammar, Mechanics

(7.16) **Writing.** Students write about their own experiences. Students are expected to

(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences

Personal narrative, Consequence

(7.17) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic; (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and , (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs

Essay

(7.19) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking

Parts of speech

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses

Simple sentence, Compound sentence, Complex sentence, Modifier, Antecedent, Parallel structure

READINESS STANDARDS - Grade 7 Writing

(7.20) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

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| (A) use conventions of capitalization | Capitalization |
| (B) recognize and use punctuation marks | Punctuation mark |

(7.21) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. Students are expected to

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| (A) spell correctly, including using various resources to determine and check correct spellings | Resource |
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SUPPORTING STANDARDS - Grade 7 Writing

(7.17) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

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| (A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs | Introduction, Conclusion |
| (A) write a multi-paragraph essay to convey information about a topic that: (ii) contains a clearly stated purpose or controlling idea | Stated purpose, Controlling idea |
| (A) write a multi-paragraph essay to convey information about a topic that: (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies | Extraneous, Inconsistency |
| (A) write a multi-paragraph essay to convey information about a topic that: (iv) accurately synthesizes ideas from several sources | Synthesize |
| (A) write a multi-paragraph essay to convey information about a topic that: (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs | Sentence structure, Rhetorical, Transition |

(7.18) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that

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| (A) establishes a clear thesis or position | Thesis, Position, Argument |
| (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion | Evidence, Viewpoint, Fact, Opinion |

SUPPORTING STANDARDS - Grade 7 Writing

(7.19) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles	Perfect tense, Progressive tense, Participle
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (ii) appositive phrases	Appositive phrase
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adverbial and adjectival phrases and clauses	Adverbial phrase, Adverbial clause, Adjectival phrase, Adjectival clause
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed)	Conjunctive adverb
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases and their influence on subject-verb agreement	Prepositional phrase
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vi) relative pronouns (e.g., whose, that, which)	Relative pronoun
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vii) subordinating conjunctions (e.g., because, since)	Subordinating conjunction
(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (viii) transitions for sentence to sentence or paragraph to paragraph coherence	Transition, Coherence
(B) write complex sentences and differentiate between main versus subordinate clauses	Complex sentence, Main clause, Independent clause, Subordinate clause, Dependent clause
(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to	
(B) recognize and use punctuation marks: (i) commas after introductory words, phrases, and clauses	Introductory word, Introductory phrase, Introductory clause
(B) recognize and use punctuation marks: (ii) semicolons, colons, and hyphens	Semicolon, Colon, Hyphen