

Grade 7 Writing Essential Elements “I Can” Statements

**WRITING Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.7.1.a-e 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>Essential Elements</b>	EE.W.7.1.a-e Write claims about topics or texts. a. Introduce a topic or text and write one claim about it.
<b>I Can Learn Level 4</b>	4. I can choose a topic or text and write one claim about it.
<b>I Can Learn Level 3</b>	3. I can write a claim from a list of topics.
<b>I Can Learn Level 2</b>	2. I can identify a claim.
<b>I Can Learn Level 1</b>	1. I can participate in a group activity to identify a claim.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.7.1.b-e Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>Essential Elements</b>	EE.W.7.1.b-e Write claims about topics or texts. b. Write one or more reasons to support a claim about a topic or text.
<b>I Can Learn Level 4</b>	4. I can write one or more reasons that support a claim about a topic or text.
<b>I Can Learn Level 3</b>	3. I can write a reason that supports a claim about a topic or text.
<b>I Can Learn Level 2</b>	2. I can identify a reason that supports a claim about a topic or text.
<b>I Can Learn Level 1</b>	1. I can participate in a group to select a reason to support a claim about a topic or text.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.7.1.c-e Write arguments to support claims with clear reasons and relevant evidence. 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.
<b>Essential Elements</b>	EE.W.7.1.c-e Write claims about topics or texts. c. Use temporal words (first, next, also) to create cohesion. d. Not applicable e. Not applicable
<b>I Can Learn Level 4</b>	4. I can write claims in sequential order (first, next, also).
<b>I Can Learn Level 3</b>	3. I can choose claims and write them in sequential order (first, next, also).
<b>I Can Learn Level 2</b>	2. I can choose claims and put them in sequential order (first, next, also).
<b>I Can Learn Level 1</b>	1. I can participate in a shared activity to put claims in sequential order (first, next, also).

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**WRITING Anchor Standard 2:** Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.7.2.a-f 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>Essential Elements</b>	EE.W.7.2.a-f Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
<b>I Can Learn Level 4</b>	4. I can select a topic and write to convey ideas and information about it using visual, tactual, or multimedia on my own.
<b>I Can Learn Level 3</b>	3. I can choose a topic and write to convey ideas and information about it using visual, tactual, or multimedia.
<b>I Can Learn Level 2</b>	2. I can write to convey ideas and information about a given topic about it using visual, tactual, or multimedia.
<b>I Can Learn Level 1</b>	1. I can participate in shared writing to convey ideas and information about a given topic about it using visual, tactual, or multimedia.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.7.2.b-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
<b>Essential Elements</b>	EE.W.7.2.b-f Write to share information supported by details. b. Provide facts, details, or other information related to the topic. c. Not applicable
<b>I Can Learn Level 4</b>	4. I can put details in order to support the topic.
<b>I Can Learn Level 3</b>	3. I can provide facts, details or other information related to the topic.
<b>I Can Learn Level 2</b>	2. I can select facts, details, or other information related to the topic.
<b>I Can Learn Level 1</b>	1. I can identify objects, artifacts, or other information related to the topic.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.7.2.d-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.
<b>Essential Elements</b>	EE.W.7.2.d-f Write to share information supported by details. d. Select domain-specific vocabulary to use in writing about the topic. e. Not applicable f. Not applicable
<b>I Can Learn Level 4</b>	4. I can write about a topic using 3 or more content specific vocabulary.
<b>I Can Learn Level 3</b>	3. I can write about a topic using 2 content specific vocabulary words.
<b>I Can Learn Level 2</b>	2. I can write about a topic using a word bank of content specific vocabulary.
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity using content specific vocabulary.

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**WRITING Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.7.3.a-e 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.
<b>Essential Elements</b>	EE.W.7.3.a-e Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable
<b>I Can Learn Level 4</b>	4. I can write about a real or imagined experience and include three or more events.
<b>I Can Learn Level 3</b>	3. I can write about a real or imagined experience and include two events.
<b>I Can Learn Level 2</b>	2. I can write about a real or imagined experience and include one event.
<b>I Can Learn Level 1</b>	1. I can participate in shared writing about a real or imagined experience.
<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.7.3.c-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>Essential Elements</b>	EE.W.7.3.c-e Write about events or personal experiences. c. Use temporal words (e.g., first, then, next) to signal order.
<b>I Can Learn Level 4</b>	4. I can write about events and personal experiences to signal order (first, then, next).
<b>I Can Learn Level 3</b>	3. I can write about events or personal experiences to signal order (first, then, next).
<b>I Can Learn Level 2</b>	2. I can choose events or personal experiences and put them in sequential order (first, then, next).
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity about events or personal experience and put them in sequential order (first, then, next).
<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.7.3.d-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.
<b>Essential Elements</b>	EE.W.7.3.d-e Write about events or personal experiences. d. Use words that describe feelings of people or characters in the narrative. e. Not applicable
<b>I Can Learn Level 4</b>	4. I can use 3 or more words that describe the feelings of people or characters in the story.
<b>I Can Learn Level 3</b>	3. I can use 2 words that describe the feelings of people or characters in the story.
<b>I Can Learn Level 2</b>	2. I can choose words from a word bank that describe the feelings of people or characters in the story.
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity about the feelings of people of characters in the story.

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**WRITING Anchor Standard 4:** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>Essential Elements</b>	EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.
<b>I Can Learn Level 4</b>	4. I can write a piece that is appropriate for the task, purpose, and audience.
<b>I Can Learn Level 3</b>	3. I can write a piece that is appropriate for the task, purpose, or audience.
<b>I Can Learn Level 2</b>	2. I can write a piece from a template that is appropriate for a variety of purposes.
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity that is appropriate for a variety of purposes.

**WRITING Anchor Standard 5:** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	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.
<b>Essential Elements</b>	EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.
<b>I Can Learn Level 4</b>	4. I can plan and revise my writing using a rubric.
<b>I Can Learn Level 3</b>	3. I can plan and revise my writing through brainstorming.
<b>I Can Learn Level 2</b>	2. I can plan by brainstorming.
<b>I Can Learn Level 1</b>	1. I can participate in shared brainstorming activities.

**WRITING Anchor Standard 6:** *Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	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.
<b>Essential Elements</b>	EE.W.7.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.
<b>I Can Learn Level 4</b>	4. I can use technology and the internet to produce writing with a partner.
<b>I Can Learn Level 3</b>	3. I can use technology and the internet to produce writing while working in a group.
<b>I Can Learn Level 2</b>	2. I can use the internet to produce writing in a group.
<b>I Can Learn Level 1</b>	1. I can use technology to produce writing in a group.

**WRITING Anchor Standard 7:** *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	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.
<b>Essential Elements</b>	EE.W.7.7 Conduct research to answer a question based on multiple sources of information.
<b>I Can Learn Level 4</b>	4. I can conduct a research project using three or more sources to answer a question.
<b>I Can Learn Level 3</b>	3. I can conduct a research project using two sources to answer a question.
<b>I Can Learn Level 2</b>	2. I can conduct a research project using a source to answer a question.
<b>I Can Learn Level 1</b>	1. I can participate with a group using multiple sources to answer a research question.

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**WRITING Anchor Standard 8:** *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	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.
<b>Essential Elements</b>	EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.
<b>I Can Learn Level 4</b>	4. I can identify three or more quotes about important information on a topic from multiple sources.
<b>I Can Learn Level 3</b>	3. I can identify two quotes about important information on a topic from multiple sources.
<b>I Can Learn Level 2</b>	2. I can identify a quote about important information on a topic from multiple sources.
<b>I Can Learn Level 1</b>	1. I can find a quote.

**WRITING Anchor Standard 9:** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.7.9.a-b Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).
<b>Essential Elements</b>	EE.W.7.9.a-b Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).
<b>I Can Learn Level 4</b>	4. I can compare fictional and nonfictional characters.
<b>I Can Learn Level 3</b>	3. I can identify differences between fictional and nonfictional characters.
<b>I Can Learn Level 2</b>	2. I can recognize differences between fictional and nonfictional characters.
<b>I Can Learn Level 1</b>	1. I can choose a character.
<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.7.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).
<b>Essential Elements</b>	EE.W.7.9.b Use information from literary and informational text to support writing. b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).
<b>I Can Learn Level 4</b>	4. I can produce an argument by supporting the claims with relevant and sufficient evidence.
<b>I Can Learn Level 3</b>	3. I can choose a claim from a text and support it with evidence.
<b>I Can Learn Level 2</b>	2. I can identify a relevant piece of evidence to support a claim.
<b>I Can Learn Level 1</b>	1. I can communicate evidence to support a claim.

**WRITING Anchor Standard 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 tasks, purposes, and audiences.*

<b>Range of Writing</b>	
<b>Core Cluster</b>	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.
<b>Essential Elements</b>	EE.W.7.10 Write routinely for a variety of tasks, purposes, and audiences.
<b>I Can Learn Level 4</b>	4. I can write routinely with details for a variety of tasks, purposes, and audiences.
<b>I Can Learn Level 3</b>	3. I can write routinely for a variety of tasks, purposes, and audiences.
<b>I Can Learn Level 2</b>	2. I can write routinely for a variety of tasks, purposes, and audiences using graphic organizers.
<b>I Can Learn Level 1</b>	1. I can communicate routinely for a variety of tasks, purposes, and audiences.