

Writing Curriculum
Grade 7

TIME FRAME	√ and note completion date	STANDARDS/INSTRUCTIONAL FOCUS
Marking Period 1 September to November		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Self-assessment • Apply knowledge and strategies for composing • Sensory details/Figurative Language • Strong Attention Grabbing Lead • Fact versus Opinion • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics • Paraphrase others' comments to clarify viewpoints <p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Journal Writing (Continues throughout the year) • Persuasive Writing • Speculative writing • Patriotic Essay (Opinion) • Poetry • Book reports/ response to literature • Narrative • Collaborative Writing • Rubrics/ focus correction areas

		<p>3.2.C Conventions (Mechanics, Spelling, and Handwriting)</p> <ul style="list-style-type: none"> • Reference Materials: dictionary, thesaurus, on-line, etc. (Continues throughout the year) • Review parts of Speech • Nouns • Sentence Structure: prepositional and adverbial phrases, subject, predicate, simple, compound • Transition Words (Continues throughout the year) • Using robust vocabulary in writing(throughout year) • Comma use • Punctuating dialogue • Daily Oral Language • Legible handwriting: cursive or manuscript <p>3.2 D Writing Forms, Audiences, and Purposes</p> <ul style="list-style-type: none"> • Response to Literature and other Arts media • Paraphrase others' comments to clarify viewpoints • Writing to audiences outside the classroom • Written peer responses • Portfolio Writing (continues throughout the year) • State position, present supporting evidence, organize effectively to present point of view • Use a variety of persuasive strategies • Compositional risks; Dialogue, Background information, Anecdote • Reflection • Beginning of the year Benchmark • Open-ended and essay questions across the curriculum
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<p>Marking Period 2 November – January</p>		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Character Analysis • Descriptive Essay • Compare/contrast • Persuasive essay • Sensory details • Using vivid words and details • Dialogue • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics <p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Biographical Report • Descriptive Essay • Compare/contrast • Narrative, speculative, picture prompts, anecdotal • Expository • Using a Rubric • Cross Curricular • Timed writing <p>3.2.C Conventions (Mechanics, Spelling, and Handwriting)</p> <ul style="list-style-type: none"> • Sentence Beginnings • Sentence Structure: Inverted sentence structure, independent and dependent clauses
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Marking Period 3 February – April		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Supporting Details using text • Reflective • Sentence Fluency • Strong ending • Sound devices in poetry/prose • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics

		<p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Persuasive Letters • Poetry in a variety of themes and forms • Memoir/ Autobiographical writing • Expository Writing • Cross-curricular writing • Rubrics • Timed Writing <p>3.2.C Conventions (Mechanics, Vocabulary, and Handwriting)</p> <ul style="list-style-type: none"> • Use Robust Vocabulary • Use Language that stimulates an audiences interest • Appositives • Transition words and Phrases • Sentence structure: Use a variety of openings, Parallel construction • Legible handwriting: cursive or manuscript <p>3.2 D Writing Forms, Audiences, and Purposes</p> <ul style="list-style-type: none"> • Reflective writing • Portfolio writing • Mid-year Benchmark Test: Persuasive Essay/Letter • Develop personal writing style and voice • Compositional Risks • Response to Literature and other Art media • Open-ended questions across the curriculum
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Marking Period 4 April – June		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Paraphrasing, summary, direct quotation • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics <p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Expository Essay • Reflective writing • Cause/effect essay • Research Paper • Historical composition • Cross-curricular composition • Portfolio writing • Using a Rubric <p>3.2.C Conventions (Mechanics, Vocabulary, and Handwriting)</p> <ul style="list-style-type: none"> • Sentence Structure/Fluency • Transition words and Phrases • Robust Vocabulary • Parenthetical documentation • Bibliography • Legible handwriting: cursive or manuscript
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