

Course/Grade Level: Seventh Grade Language Arts Curriculum

Focus: Students will compose pieces in all modes of writing (with a focus on expository) using the writing process and the six-trait model.

Writing and Spelling support materials: *Lessons That Change Writers* (Atwell)

LA.7.1 Students will write **expository** text using the writing process.*

Students will...

- LA.7.1.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- develop one main idea and/or thesis statement in response to a prompt
 - clarify the main idea **by selecting logical, accurate, and helpful detail**
 - use (1) personal experience, (2) observations, (3) prior knowledge, and **(4) research to provide information using an appropriate point of view for the piece (e.g., 3rd person pronouns in research)**
 - express information in own words by paraphrasing and summarizing and use explicit techniques to appeal to the backgrounds and interests of the audience
 - analyze and understand implications of plagiarism (e.g., ethical, legal)
 - cite references for all information used or reproduced from any source
- LA.7.1.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- understand and independently use appropriate strategies to generate expository text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, and identifying information from print sources)
 - write a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion
 - arrange information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences)
 - select appropriate transitions to connect ideas within and between paragraphs

- LA.7.1.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- select original and compelling vocabulary and/or figurative language to inform the reader
- LA.7.1.4 use effective *word choice* (prewriting, drafting, and revising).
- select words and phrases that are suitable and precise that create appropriate imagery (e.g., vivid verbs, explicit nouns, natural modifiers)
 - define and use **specialized vocabulary** particular to the subject/topic and provide ease of understanding
- LA.7.1.5 use *sentence fluency* (drafting and revising).
- vary sentence structure and lengths (e.g., simple, compound, complex) and make the reading pleasant and natural
 - develop a variety of sentence beginnings that build upon previous sentences and guide the reader from one sentence to another
 - identify and avoid writing sentence fragments
- LA.7.1.6 use standard American English *conventions* (drafting and proofreading).
- demonstrate correct use of mechanics and simple punctuation (e.g., periods, question marks, exclamation marks, and commas)
 - use correct grammar for clarity (see appendix)
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check)
 - use correct paragraph divisions to reinforce the organizational structure of the text

LA.7.2 Students will write *narrative* text using the writing process.*

Students will ...

- LA.7.2.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
 - understand and develop a focused written piece that includes **plot elements** (e.g., initiating event, rising and falling actions, climax, conflict, setting, character development, resolution)
 - clarify the main idea by selecting relevant details that **enrich the central theme or storyline**
- LA.7.2.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- LA.7.2.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- LA.7.2.4 use effective *word choice* (prewriting, drafting, and revising).
- LA.7.2.5 use *sentence fluency* (drafting and revising).
 - **write using effective dialogue that sounds conversational and natural**
- LA.7.2.6 use standard American English *conventions* (drafting and proofreading). (see appendix)

LA.7.3 Students will write *technical* text using the writing process.*

Students will...

- LA.7.3.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- develop a *technical* text focused on one main purpose
 - clarify the main idea by selecting **concise**, logical details that are **accurate and helpful**
- LA.7.3.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- arrange information within each paragraph, list or graphic in a logical and effective sequence to meet the reader's informational needs
 - write a complete piece with a useful introduction, a relevant or sequential body, and an appropriate conclusion
 - select appropriate transitions to connect ideas within the piece (e.g., enumerated list, bullets, headings, subheadings, simple outlining elements)
- LA.7.3.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- **write with an awareness of purpose and audience (e.g., letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentations, newsletters, job searches, memos, e-mails)**
 - **write with authority so the voice is not distracting**
- LA.7.3.4 use effective *word choice* (prewriting, drafting, and revising).
- **select words that convey the writer's message plainly and concisely (e.g., technical terms, jargon)**
- LA.7.3.5 use sentence *fluency* (drafting and revising).
- **write compact sentence or phrases that make the point clear**
- LA.7.3.6 use standard American English *conventions* (drafting and proofreading). (see appendix)
- **use graphic devices that are supportive of the text (e.g., charts, graphs, illustrations)**

LA.7.4 Students will write *persuasive* text using the writing process.*

Students will...

- LA.7.4.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- compose a thesis statement based upon an opinion or belief
 - use (1) personal experience, (2) observations, (3) prior knowledge, and (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g., **1st person in editorial**)
 - develop details to expand the main topic and **to support the writer's position**
 - **anticipate the reader's question(s) and provide balance with a counter-argument**
 - **practice building a focused argument that uses logical thinking**
- LA.7.4.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- write a complete piece that contains an engaging introduction, an appropriate body that reinforces the reader's position, and a conclusion that reinforces the thesis statement and the original position
 - arrange information within each paragraph in a logical and effective sequence to persuade the reader (typically 5-8 sentences)
- LA.7.4.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- LA.7.4.4 use effective *word choice* (prewriting, drafting, and revising).
- **use language that is appropriate for persuasive writing and easy for the audience to understand**
- LA.7.4.5 use sentence *fluency* (drafting and revising).
- LA.7.4.6 use standard American English *conventions* (drafting and proofreading).

7th Grade Language Arts Appendix - Grammar

Parts of speech

- nouns: direct/indirect objects, predicate nouns
- verbs: verb tenses (past, present, future)
- gerund
- appositives
- antecedents - agreement with pronouns
- adjectives-comparative and superlative, proper adjectives
- adverbs-comparative and superlative
- participle

Sentence Structure

- simple, compound, and complex sentences

Punctuation

- italics
- quotes
- semi-colons
- colons
- underlining
- centered titles

Capitalization

- titles

Word study

- double negatives
- confusing words (affect, effect...there, there, and they're...etc.)

7th Grade Language Arts Appendix - The Writing Process

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."