



Diocese of Greensburg Curriculum  
Writing Grade 7

Unit	Standards	Content	Skills
<p><b>Writing Process</b></p>	<p><b>CCSS: English Language Arts 6-12</b> <b>CCSS: Grade 7</b></p> <hr/> <p><b>Writing</b> <b>Text Types and Purposes</b> <b>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1d. Establish and maintain a formal style.</p> <p>W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Production and Distribution of Writing</b> <b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-</p>	<ul style="list-style-type: none"> <li>• Debatable Claim</li> <li>• Central idea</li> <li>• Previewing the topic</li> <li>• Stages of the writing process</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Select an appropriate brainstorming strategy including mapping, clustering, free writing, journalistic.</li> <li>• Group and organize ideas</li> <li>• Limit topic</li> <li>• Find direction, establish opinion and focus</li> <li>• Make a debatable claim</li> <li>• Determine intended audience of composition</li> <li>• Write a topic sentence</li> <li>• Evaluate the depth of existing support and strength of topic sentence using a rubric</li> <li>• Organize the composition by sequencing ideas in a cohesive and balanced manner</li> <li>• Compose a composition</li> <li>• Edit the composition</li> <li>• Revise the composition</li> </ul>

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	<p>specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> <li>Distinguish plagiarism from responsible scholarship</li> </ul>
<p><b>Narrative Writing</b></p>	<p><b>CCSS: English Language Arts 6-12</b> <b>CCSS: Grade 7</b></p> <hr/> <p><b>Writing</b></p> <p><b>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3a. 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.</p> <p>W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>Making a point</p> <ul style="list-style-type: none"> <li>theme</li> <li>emotional appeals</li> </ul> <p>Developing character</p> <ul style="list-style-type: none"> <li>protagonist</li> <li>antagonist</li> <li>dialogue</li> <li>levels of characterization</li> <li>methods of characterization</li> </ul> <p>Developing plot and conflict</p> <ul style="list-style-type: none"> <li>plot structure</li> <li>setting</li> <li>mood</li> <li>exposition</li> <li>inciting incident</li> <li>rising action</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Focus a narrative on a theme</li> <li>Establish a narrative point of view</li> <li>Delineate and develop characters</li> <li>Follow a plot structure dependent on a central conflict</li> <li>Employ language consistent with the tone/voice of the narrative</li> <li>Incorporate various aspects of figurative language and imagery</li> <li>Identify and use strategies to engage the reader</li> <li>Use narrative techniques such as dialogue, description, and pacing</li> </ul>

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	<p>W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> <li>• climax</li> <li>• falling action</li> <li>• resolution</li> <li>• point of view (narrator vs. author)</li> <li>• forms of conflict</li> <li>• central conflict</li> <li>• event sequencing through transitions</li> <li>• foreshadowing</li> <li>• flashback</li> </ul> <p>Use of language</p> <ul style="list-style-type: none"> <li>• imagery</li> <li>• description</li> <li>• figurative language</li> <li>• pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Use transitions to connect plot events and episodes</li> <li>• Demonstrate command of conventions of standard English grammar and usage</li> </ul>
<p><b>Persuasive/Argumentative Writing</b></p>	<p><b>CCSS: English Language Arts 6-12</b> <b>CCSS: Grade 7</b></p> <hr/> <p><b>Writing</b> <b>Text Types and Purposes</b> <b>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources</p>	<p>Persuasive Writing</p> <ul style="list-style-type: none"> <li>• argument</li> <li>• claim</li> <li>• fact</li> <li>• logic</li> <li>• details</li> <li>• examples</li> <li>• evidence</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Define argument</li> <li>• Define claim</li> <li>• Distinguish an argument from a fact</li> <li>• Develop a logical argument and debatable claims</li> <li>• Support claims with specific evidence such as details and examples</li> <li>• Connect facts and evidence to a claim</li> <li>• Connect a series of claims to an argument</li> </ul>

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	<p>and demonstrating an understanding of the topic or text.</p> <p>W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1d. Establish and maintain a formal style.</p> <p>W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Language</b>  <b>Conventions of Standard English</b>  <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>L.7.2b. Spell correctly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> <li>• <b>write an effective argument</b></li> </ul>

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<p><b>Expository Writing (Informational/Explanatory)</b></p>	<p><b>CCSS: English Language Arts 6-12</b> <b>CCSS: Grade 7</b></p> <hr/> <p><b>Writing</b></p> <p><b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2a. 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.</p> <p>W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2e. Establish and maintain a formal style.</p> <p>W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<ul style="list-style-type: none"> <li>• Expository writing</li> <li>• Persuasive writing</li> <li>• Central idea</li> <li>• Main points</li> <li>• Details</li> <li>• Facts</li> <li>• Evidence (support)</li> <li>• Transitions</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define expository writing</li> <li>• Distinguish expository writing from persuasive writing</li> <li>• Define central idea</li> <li>• Develop a logical central idea</li> <li>• Construct main points to develop the central idea</li> <li>• Support central idea and main points with details and examples</li> <li>• Connect facts to a central idea</li> <li>• Utilize facts to create evidence (support)</li> <li>• Connect evidence (support) to central idea</li> <li>• Connect main points using transitions</li> <li>• Summarize relationship of evidence to central idea</li> <li>• Write an effective expository composition</li> </ul>

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	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2b. Spell correctly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Poetry</b></p>	<p><b>CCSS: English Language Arts 6-12</b> <b>CCSS: Grade 7</b></p> <hr/> <p><b>Reading: Literature</b> <b>Key Ideas and Details</b> <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Craft and Structure</b> <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a</p>	<ul style="list-style-type: none"> <li>• Lyric</li> <li>• Narrative</li> <li>• Haiku</li> <li>• Repetition</li> <li>• Rhyme scheme</li> <li>• Meter</li> <li>• Stanza</li> <li>• Imagery</li> <li>• Diction</li> <li>• Tone</li> <li>• Context clues</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Allusion</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Symbol</li> <li>• Sound devices</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the characteristics of poetic genres.</li> <li>• Understand poetic organizational patterns.</li> <li>• Recognize the elements and forms that influence meaning in poetry.</li> <li>• Understand that poetry relies on the sound of spoken language to communicate meaning.</li> <li>• Recognize that poetry uses a range of figurative language</li> </ul>

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	<p>specific verse or stanza of a poem or section of a story or drama.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>RL.7.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		<p>and imagery to communicate ideas.</p>

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	<p>SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>Language</b></p>		

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	<p><b>Knowledge of Language</b></p> <p><b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p><b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p><b>Research Writing</b></p>	<p><b>CCSS: English Language Arts 6-12</b>  <b>CCSS: Grade 7</b></p> <hr/> <p><b>Writing</b></p> <p><b>Production and Distribution of Writing</b></p> <p><b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>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.)</p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>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.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>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.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>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.</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and</b></p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Thesis statement</li> <li>• Organization</li> <li>• Outlining</li> <li>• Purpose</li> <li>• Audience</li> <li>• Source credibility (accuracy, reliability)</li> <li>• Citation</li> <li>• Note-taking</li> <li>• Paraphrase</li> <li>• Precise language</li> <li>• Summary</li> <li>• Quotation</li> <li>• Plagiarism</li> <li>• Transitions</li> <li>• Evidence</li> <li>• Works Cited</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define research</li> <li>• Write an effective and original central idea</li> <li>• Assess the credibility of sources</li> <li>• Identify and gather information (evidence)</li> <li>• Cite sources</li> <li>• Create a Works Cited</li> <li>• Determine the audience</li> <li>• Organize evidence</li> <li>• Connect evidence to the central idea</li> <li>• Write with clarity</li> <li>• Revise for content, coherence, vocabulary, language use, and style</li> </ul>

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	<p><b>accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>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.</p> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9a. 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”).</p> <p>W.7.9b. 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”).</p> <p><b>Range of Writing</b></p> <p><b>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></p> <p>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.</p> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of</b></p>		

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	<p><b>standard English grammar and usage when writing or speaking.</b></p> <p>L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>L.7.2b. Spell correctly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

