

SAU Curriculum Framework

Grade 7

Writing and Oral Communication

Structures of Language	
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)	
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...	
Grade 7	Student Friendly Language
W-7-1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)	I will vary my sentences in length and structure to make them meaningful. I will include phrases and clauses.
W-7-1.2: Using the paragraph form: indenting main idea supporting details (State)	I will write paragraphs that include: <ul style="list-style-type: none"> • indenting • main idea • supporting details
W-7-1.3: Recognizing organizational structures within paragraphs <u>or within texts</u> (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes	I will recognize the following organizational structures within paragraphs or <u>within texts</u> : <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • problem/solution
W-7-1.4: Applying a format and text structure appropriate to the purpose of the writing (State)	I will use the correct format and text structure appropriate to the purpose of my writing.
W-7-1.5: Subsumed in W-7-1.1	
W-7-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.
Reading Connection	
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)	
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...	
W-7-2.1: <u>Selecting and summarizing key ideas to set context</u> (State)	After I have read a text, <u>I will select and summarize key ideas in my writing to set context.</u>
W-7-2.2: Subsumed in W-7-2.1	
W-7-2.3: Connecting what has been read (plot/ideas/ concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u> , by referring to <u>and explaining</u> relevant ideas (State)	I will connect what I have experienced, read and know <u>about the world</u> to help me understand <u>and explain</u> relevant ideas.
W-7-2.4: Not assessed at this grade level	

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Reading Connection	
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)	
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...	
W-7-2.1: <u>Selecting and summarizing key ideas to set context</u> (State)	After I have read a text, <u>I will select and summarize key ideas in my writing to set context.</u>
W-7-2.2: Subsumed in W-7-2.1	
W-7-2.3: Connecting what has been read (plot/ideas/ concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u> , by referring to <u>and explaining</u> relevant ideas (State)	I will connect what I have experienced, read and know <u>about the world</u> to help me understand <u>and explain</u> relevant ideas.
W-7-2.4: Not assessed at this grade level	
W-7-3.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when <u>responding to a given question</u> (State)	I will state and maintain a focus, a firm judgment or point of view (<u>opinion</u>) when answering a question.
W-7-3.2: Making inferences about the relationship(s) <u>among</u> content, events, characters, setting, <u>theme</u> , or <u>author’s craft</u> (State) EXAMPLES: <u>Making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres</u>	<p>I will make inferences about the relationship(s) <u>among</u>:</p> <ul style="list-style-type: none"> • content • events • characters • setting • <u>theme</u> • <u>author’s craft</u> <p>For example, I will <u>make connections (links) between</u>:</p> <ul style="list-style-type: none"> • <u>characterization (character description) and author’s choice of words</u> • characteristics of literary forms or genres
W-7-3.3: Using specific details and references to text or relevant citations to support focus or judgment (State)	<p>To support my focus or judgment (<u>opinion</u>) I will use:</p> <ul style="list-style-type: none"> • specific details • references • relevant citations
W-7-3.4: Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure (State)	<p>I will organize ideas by using:</p> <ul style="list-style-type: none"> • transitional words/phrases • writing a conclusion that provides closure

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Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)	
W-4: In written narratives, students organize and relate a story line/plot/series of events by...	
W-7-4.1: Creating a clear and coherent (logically consistent) story line (State)	I will create a story line that is clear and connected (coherent).
W-7-4.2: Establishing context, <u>character motivation</u> , problem/conflict/challenge, and resolution and maintaining point of view (State)	When writing I will establish: <ul style="list-style-type: none"> • context (setting or background information) • problem/conflict/ challenge • resolution (solution) • and maintain point of view • <u>character motivation</u>
W-7-4.3: <u>Using a variety of effective transitional devices</u> (e.g., <u>ellipses</u> , <u>time transitions</u> , <u>white space</u> , or <u>words/phrases</u>) to enhance meaning (State)	To enhance meaning, I will <u>use a variety of transitional devices such as</u> : <ul style="list-style-type: none"> • words/phrases • <u>ellipses</u> • <u>time transitions</u> • <u>white space</u>
W-7-4.4: Not assessed at this grade level	
W-7-4.5: Establishing and maintaining a theme (Local)	I will write a story line that keeps to a theme.
W-7-4.6: Providing a sense of closure (Local)	When writing, I will provide closure.

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Expressive Writing	
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)	
W-5: Students demonstrate use of narrative strategies by...	
W-7-5.1: Using relevant and descriptive details and sensory language to advance the plot/story line (State)	To develop the plot/story line, I will use: <ul style="list-style-type: none"> • relevant details • descriptive details • sensory language
W-7-5.2: Using dialogue to advance plot/story line (State)	I will use dialogue to advance the plot/story line.
W-7-5.3: Developing characters through description, dialogue, and actions (State)	I will develop characters through: <ul style="list-style-type: none"> • description • dialogue • actions
W-7-5.4: Using voice appropriate to purpose (State)	I will use voice appropriate to the topic and audience.
W-7-5.5: Maintaining focus (State)	I will maintain focus.
W-7-5.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	I will select and elaborate important ideas. I will leave out extraneous (unimportant) details.
W-7-5.7: Not assessed at this level	
Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)	
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...	
W-7-6.1: Using an organizational text structure appropriate to focus/controlling idea (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, <u>problem/solution</u>	I will organize my ideas by using the appropriate text structure such as: <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • compare/contrast • <u>problem/solution</u>
W-7-6.2: Selecting appropriate information to set context, which may include a lead/hook (State)	I will select appropriate information to set context, which may include a lead/hook.

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Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)	
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...	
W-7-7.1: Establishing a topic (State)	I will establish a topic.
W-7-7.2: Stating and maintaining a focus/controlling idea (State)	I will state and maintain a focus/controlling idea.
W-7-7.3: <u>Writing with a sense of audience, when appropriate</u> (State)	I will <u>make my writing appropriate for my audience.</u>
W-7-7.4: Not assessed at this grade level	
W-7-7.5: Not assessed at this grade level	
Informational Writing	
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)	
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...	
W-7-8.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (State)	I will include facts and details relevant to my focus/controlling idea. I will exclude (leave out) extraneous (unimportant) information.
W-7-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State)	To completely cover the topic, I will include details or facts such as: naming describing explaining comparing using visual images
W-7-8.3: Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (State)	I will address readers' concerns by: <ul style="list-style-type: none"> • including counterarguments (pros and cons) • explaining procedures • providing context
W-7-8.4: <u>Commenting on the significance of information, when appropriate</u> (State)	<u>When appropriate, I will state why the information is important.</u>

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Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)	
W-9: In independent writing, students demonstrate command of appropriate English conventions by...	
W-7-9.1: Applying rules of standard English usage to correct grammatical errors EXAMPLES: <u>Clear pronoun referent</u> , subject-verb agreement, <u>consistency of verb tense</u> , <u>irregular forms of verbs and nouns</u> (State)	I will apply grammar rules to correct errors such as: <ul style="list-style-type: none"> • subject-verb agreement • <u>clear pronoun referent</u> • <u>consistency of verb tense</u> • <u>irregular forms of verbs and nouns</u>
W-7-9.2: <u>Applying capitalization rules</u> (State)	I will <u>apply capitalization rules</u> .
W-7-9.3: Subsumed in W-7-9.4	
W-7-9.4: <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u> (State) EXAMPLES: <u>colons</u> , <u>semicolons</u>	I will <u>make sentences meaningful by applying appropriate punctuation to a variety of sentences</u> such as: <ul style="list-style-type: none"> • <u>colons</u> • <u>semicolons</u>
W-7-9.5 Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules (State) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes	I will spell seventh grade high-frequency words correctly and I apply common spelling patterns/rules including: consonant doubling consonant patterns units of meaning- common roots base words prefixes/suffixes

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Habit of Writing: Uses a Writing Process (W-10)	
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.	
See Appendix B for Writing Process	<p>To produce a final writing product, I will use these steps:</p> <ul style="list-style-type: none"> • prewriting • drafting • revising(critiquing) • editing • publishing <p>(See Appendix B)</p>
Habit of Writing: Writing Extensively (W-11)	
W:HW:2: Demonstrates the habit of writing extensively by...	
W-7-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-7-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.
W-7-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics	<p>I will think of topics for many writing forms such as:</p> <ul style="list-style-type: none"> journal writing free writing poetry quick writes scientific observations learning logs readers'/writers' notebook letters personal notes reading response journal sketch journal/cartooning songs lyrics
W-7-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.

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Oral Communication Strategies (OC1)	
W:OC:1: In oral communication, students demonstrate interactive listening by ...	
OC-7-1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.
OC-7-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)	When information is presented I will: <ul style="list-style-type: none">• summarize• paraphrase• question• contribute
OC-7-1.3: Not assessed at this grade level	
OC-7-1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)	I will respectfully listen and respond to the individual ideas of others.
OC-7-1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.

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Oral Communication Strategies (OC-2)	
W:OC:2: In oral communication, students make oral presentations by...	
OC-7-2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)	I will behave and speak in a way that is appropriate to my audience and purpose.
OC-7-2.2: Maintaining a consistent focus (Local)	As I am speaking, I will stay focused on my topic.
OC-7-2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts	<p>I will include smooth transitions and well chosen details to support a thesis (controlling idea). I will provide a (coherent) logical conclusion. To support and elaborate, I will use</p> <ul style="list-style-type: none"> • illustrations -paraphrases • visuals -examples • detailed descriptions -comparisons • restatements -artifacts
OC-7-2.4: Effectively responding to audience questions and feedback (Local)	I will respond to questions from the audience and give feedback.
OC-7-2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local)	<p><u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u></p> <ul style="list-style-type: none"> • <u>eye contact</u> • <u>speaking rate</u> • <u>volume</u> • <u>articulation</u> • <u>inflection</u> • <u>intonation</u> • <u>rhythm</u> • <u>gestures</u>
OC-7-2.6: Not assessed at this grade level	

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Expressive Writing Poetry (W-12)	
W-12: In writing poetry, students demonstrate awareness of purpose by...	
W-7-12.1: Not assessed at this grade level	
W-7-12.2: Writing poems that express the speaker's moods, thoughts, or feelings (Local)	I will write poems that express moods, thoughts or feelings.
W-7-12.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): free verse, haiku, concrete poems	I will write poems in many different styles to make a statement to the audience such as: <ul style="list-style-type: none"> • free verse • haiku • concrete poems
Expressive Writing Poetry (W-13)	
W-13: In writing poetry, use language effectively by...	
W-7-13.1: Not assessed at this grade level	
W-7-13.2: Not assessed at this grade level	
W-7-13.3: Not assessed at this grade level	
W-7-13.4: Not assessed at this grade level	
Expressive Writing Reflective Essay (W-14)	
W-14: In reflective writing, students explore and share thoughts, observations, and impressions by...	
W-7-14.1: Not assessed at this grade level	
W-7-14.2: Not assessed at this grade level	
W-7-14.3: Not assessed at this grade level	
W-7-14.4: Not assessed at this grade level	
W-7-14.5: Not assessed at this grade level	
W-7-14.6: Not assessed at this grade level	