

WCC Grade-Level Curriculum Guide  
**WRITING, GRADE 7**

*State Requirements, Grade 7: Guiding Focus for Grades 6-8*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details appropriate to topic, audience, and purpose.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 8:</b> Students will:</p> <ul style="list-style-type: none"> <li>provide a clear and easily identifiable purpose and main idea(s).</li> <li>provide relevant supporting details and examples.</li> <li>provide content and selected details that consider audience and purpose.</li> <li>use resources, when appropriate, to provide support.</li> </ul>
<p><b>State Content Standard:</b> Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details.</p>	
<p><b>State Benchmark, Grade 8:</b> Convey clear, focused main ideas supported by details and examples in ways appropriate to topic, audience, and purpose.</p>	

*Local Goals for Grade 7 that Support the Grade 8 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Write a clear and easily identifiable thesis statement	RB		
✓	✓		Write topic statements which support or reinforce thesis statement	RB		
✓	✓		Write details and examples which support topic sentences and/or thesis statement	RB		
✓	✓		Develop content and details which reflect an awareness of audience and purpose	D RB		
✓	✓		Support written ideas with reliable resources	D RB		

\* **I** = introduce    **D** = develop    **RB** = All students given opportunities to reach benchmarks.    **M** = maintain    **E** = extend (opportunities to exceed benchmarks)

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*State Requirements, Grade 7: Guiding Focus for Grades 6-8*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Structure information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 8:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop a recognizable beginning that conveys a clearly-stated topic to the audience.</li> <li>• develop a clearly sequenced body that is easy to follow with accurate placement of supporting details.</li> <li>• develop a conclusion.</li> <li>• use transitional words or phrases that are clear.</li> </ul>
<p><b>State Content Standard:</b> Structure information in clear sequence, making connections and transitions among ideas, paragraphs, and sentences.</p>	
<p><b>State Benchmark, Grade 8:</b> Structure writing in a sequence by developing a beginning, middle, and end and by making transitions among ideas and paragraphs.</p>	

*Local Goals for Grade 7 that Support the Grade 8 Benchmark*

*Goal Source*

*Teacher Notes*

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Develop a well-planned beginning using a clearly-stated topic	RB		
✓	✓		Develop a logically-sequenced body with details that effectively support the main idea	RB		
✓	✓		Develop a satisfying conclusion that brings closure to the writing	RB		
✓	✓		Effectively use transitional words or phrases to connect sentences and paragraphs	RB		

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<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>Express ideas in an engaging and credible way appropriate to audience and purpose.</li> </ul>
<p><b>NOTE: There are no content or performance standards for voice; voice is to be taught and assessed, but scores are not to be used to determine standards attainment.</b></p>

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<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Write an inviting beginning that engages the reader	RB		
✓	✓		Write in a style so that topic engages audience and achieves its purpose	RB		

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<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop flow and rhythm of sentences.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 8:</b> Students will:</p> <ul style="list-style-type: none"> <li>• construct simple sentences.</li> <li>• use complex sentences for variety in sentence structure.</li> <li>• vary sentence lengths and beginnings.</li> <li>• create a natural sound that allows the reader to move easily through the piece.</li> </ul>
<p><b>State Content Standard:</b> Use varied sentence structures and lengths to enhance flow, rhythm, and meaning in writing.</p>	
<p><b>State Benchmark, Grade 8:</b> Use varied sentence structures and lengths to enhance flow and rhythm.</p>	

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<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Recognize and construct simple, compound, and complex sentence patterns	D RB		
✓	✓		Use different sentence patterns to create variety in writing	D RB		
✓	✓		Differentiate between run-ons and fragments, using them for emphasis while recognizing they are not sentences	D RB		
✓	✓		Vary sentence lengths and beginnings	M		
✓	✓		Create a natural rhythm that allows the reader to move easily through the piece	RB		

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*State Requirements, Grade7: Guiding Focus for Grades 6-8*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Select functional, precise, and descriptive words appropriate to audience and purpose.</li> </ul>
<p><b>NOTE: There are no content or performance standards for word choice; word choice is to be taught and assessed, but scores are not to be used to determine standards attainment.</b></p>

*Local Goals for Grade 7 that Support the Grade 8 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Choose accurate and specific words to convey the intended message	RB		
✓	✓		Choose words that are appropriate to the audience and the purpose	RB		
✓	✓		Use colorful language to enhance the message, e.g. similes, metaphors, and onomatopoeias	RB		

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<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of spelling, grammar, punctuation, capitalization, paragraphing, and citing sources.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 8:</b> Students will:</p> <p><b>SPELLING:</b> • correctly spell words appropriate to grade level.</p> <p><b>GRAMMAR AND USAGE:</b></p> <ul style="list-style-type: none"> <li>• show basic control of noun-pronoun and subject-verb agreement.</li> <li>• use a consistent verb tense.</li> <li>• use a consistent point of view, i.e., first, second, third person.</li> </ul> <p><b>PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>• use correct end of sentence punctuation.</li> <li>• correctly place commas in dates and in a series.</li> <li>• include internal punctuation such as commas, colons, or semi-colons.</li> <li>• use apostrophes in contractions and singular possessives.</li> <li>• use quotation marks when appropriate.</li> </ul> <p><b>CAPITALIZATION:</b></p> <ul style="list-style-type: none"> <li>• capitalize, including within quotation marks.</li> </ul> <p><b>PARAGRAPHING:</b></p> <ul style="list-style-type: none"> <li>• make paragraph breaks, including the use of dialogue.</li> </ul> <p><b>CITING SOURCES:</b></p> <ul style="list-style-type: none"> <li>• include an alphabetical bibliography and in-text documentation that follows assigned format rules. ‡</li> <li>• acknowledge sources when paraphrasing information or quoting directly from sources. ‡</li> <li>• include research that uses a minimum of two credible sources. ‡</li> <li>• include research that uses a broad variety of materials and credible sources. ‡</li> </ul>
<p><b>State Content Standard:</b> Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, and other writing conventions.</p>	
<p><b>State Benchmark, Grade 8:</b> Use correct spelling, grammar, punctuation, capitalization, paragraphing, and citations.</p>	

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**Goal Source**

**Teacher Notes**

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Recognize and correct spelling errors, using appropriate reference materials.	RB		
✓	✓		Demonstrate control of noun-pronoun and subject-verb agreement.	M		

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‡ Proposed eligible content for revised aligned benchmark. Students will first be held accountable for this content on the 1999-2000 statewide assessment.

**Goal Source**

**Teacher Notes**

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use consistent verb tense	RB M		
✓	✓		Use a consistent point-of-view appropriate for the writing	RB M		
✓	✓		Use internal and external punctuation correctly	RB M		
✓	✓		Use appropriate capitalization	RB M		
✓	✓		Use appropriate capitalization within quotations	I, D RB		
✓	✓		Make appropriate paragraph breaks including when using dialogue	RB		
✓	✓		Cite sources appropriately within the writing and in the bibliography	RB M		
✓	✓		Include research that uses a minimum of two credible and varied resources	I, D		

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<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of modes (e.g. narrative, imaginative, expository, persuasive) in appropriate context.</li> <li>• Use a variety of written forms (e.g., journals essays, short stories, poems, research papers, business and technical writing) to express ideas appropriate to audience and purpose.</li> <li>• Use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas.</li> <li>• Reflect upon and evaluate own writing.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 8:</b> None listed</p>
<p><b>State Content Standard:</b> Use a variety of modes and written forms to express ideas.</p>	
<p><b>State Benchmark, Grade 8:</b> Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, letters, research papers, reports) appropriate to audience and purpose.</p>	

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*Goal Source*

*Teacher Notes*

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Write in a variety of different modes (e.g., narrative, imaginative, expository, persuasive) appropriate for the circumstance	D RB		
✓	✓		Write in the mode (e.g., journal, essay, short story, poem, research paper) appropriate for the audience and purpose	D RB		
✓	✓		Use the multi-step writing process (e.g., brainstorm for ideas, plan, draft, confer, revise, and publish or share) to express ideas	D RB		

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