

Lake Washington School District  
Teaching and Learning Framework

# Seventh Grade

## Language Arts/Writing

Power Standards | October 2007

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# Seventh Grade | Language Arts/Writing

## The Writing Process

### Power Standards

Revises text including changing words, sentences, paragraphs and ideas.

### Evidence of Learning

Uses effective revision tools or strategies (e.g., reading draft out loud, checking sentence beginnings, expanding sentences, using an electronic or other thesaurus).

Rereads work several times and has a different focus for each reading (e.g., first reading – changing words to improve clarity; second reading – substituting more effective persuasive language; third reading – adding specific examples to support claim).

Seeks and considers feedback from a variety of sources (e.g., adults, peers, community members, response groups).

Records feedback using writing group procedure (e.g., partner reads writer's work aloud, and writer notes possible revision).

Evaluates feedback and justifies the choice to use feedback (e.g., "I chose to change the word things because my group said it was confusing.").

Uses multiple resources regularly to identify needed changes (e.g., writing guide, checklist, criteria, adult, peer).

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Edits for conventions.

Identifies and corrects errors in conventions.

Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, conventions checklist, adult, peer).

Proofreads final draft for errors.

## Writing in a Variety of Genres for Different Audiences and Purposes

### Power Standards

Demonstrates understanding of different purposes for writing.

### Evidence of Learning

Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain for a specified audience (e.g., writes to persuade classmates about a position on required school uniforms, includes narratives/poetry in portfolio).

Writes to analyze informational and literary texts.

Writes for more than one purpose using the same form (e.g., a script used to entertain, to persuade, or to inform).

## Writing in a Variety of Genres for Different Audiences and Purposes (continued)

Power Standards	Evidence of Learning
Uses a variety of forms/genres.	<p>Integrates more than one form/genre in a single piece (e.g., a research paper about a local issue that includes caption with pictures, charts and graphs, and interviews).</p> <p>Maintains a log or portfolio to track variety of forms/genres used.</p> <p>Produces a variety of new forms/genres. Examples: oral histories fictional journal entries film and drama reviews compare/contrast essays letters to the editor brochures/web pages ballads</p>

## Traits of Effective Writing

Power Standards	Evidence of Learning
<p><i>Organization</i> Analyzes and selects an effective organizational structure.</p>	<p>Writes unified, cohesive paragraphs (e.g., supporting examples in order of importance, paragraph topic connected by transitions).</p> <p>Composes an engaging introduction (e.g., meaningful rhetorical question, interesting facts, relevant anecdote).</p> <p>Uses transitions to show relationships among ideas (e.g., if ... then, cause/effect, either ... or, meanwhile).</p>
<p><i>Style</i> Uses a variety of sentences.</p>	<p>Writes a variety of sentence lengths for effect (e.g., "Up in her bedroom, behind her closed door, the girl stamped her foot in rage, wishing she could go to the picnic. Grounded!").</p>
<p><i>Conventions</i> Spells accurately in final draft.</p>	<p>Uses spelling rules and patterns from previous grades.</p> <p>Uses multiple strategies to spell. Examples: homophones (e.g., principle and principal) affixes (e.g., re-, post-, -ous, -ology) Greek and Latin roots (e.g., tele<u>phone</u>, <u>chronologic</u>, <u>distract</u>, <u>persist</u>) frequently misspelled words (e.g., occasion, recommendation, sincerely)</p>
<p>Applies paragraph conventions.</p>	<p>Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).</p> <p>Uses stanzas and other textual markers (e.g., table of contents, title and subtitle, bullets).</p>

## Evaluating Writing and Setting Goals

### Power Standards

Analyzes and evaluates own writing using established criteria.

### Evidence of Learning

Explains strengths and weaknesses of own writing using criteria (e.g., WASL, classroom-created, or 6-trait rubrics; scoring guides specific to purpose or form of assignment).

Rereads own work for the craft of writing (e.g., point of view, figurative language) as well as the content (e.g., specific and relevant information).

Uses criteria to choose and defend choices for a writing portfolio.

Provides evidence that goals have been met (e.g., selects piece that shows improved introduction technique).