

# Grade 7 Writing: Grade Level Expectations

## Essential Academic Learning Requirements [EALR] for Writing K-10

### **EALR 1: The student understands and uses a writing process**

Component 1.1 Prewrites to generate ideas and plan writing.

Component 1.2 Produces Drafts.

Component 1.3 Revises to improve text.

Component 1.4 Edits Text.

Component 1.5 Publishes text to share with audience.

Component 1.6 Adjusts writing processes as necessary.

### **EALR 2: The student writes in a variety of forms for different audiences and purposes**

Component 2.1 Adapts writing for a variety of audiences.

Component 2.2 Writes for different purposes.

Component 2.3 Writes in a variety of forms/genres.

Component 2.4 Writes for career applications.

### **EALR 3: The student writes clearly and effectively**

Component 3.1 Develops ideas and organizes writing.

Component 3.2 Uses appropriate style.

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

### **EALR 4: The student analyzes and evaluates the effectiveness of written work.**

Component 4.1 Analyzes and evaluates others' and own writing.

Component 4.2 Sets goals for improvement.

Cited from Washington State's Essential Academic Learning Requirements:  
<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

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## GRADE 7

In seventh grade, students present legible, cohesive, and interesting writing in a form, format, and style appropriate for the purpose and audience. Claims and opinions are well-researched and supported with sufficient examples or facts to produce a response from the reader. They address a range of issues within a variety of forms and modes. Language is descriptive, incorporating details and imagery to enhance ideas. Students use complex sentence structures and complex punctuation with increased accuracy. They revise for specific traits and include suggestions from others to improve writing. Students see writing as a means to an end, as well as a worthwhile activity in itself, and enjoy exploring their ideas through writing and graphics.

### **EALR 1: The student understands and uses a writing process**

#### **Component 1.1 Uses pictures and talk for thinking about planning writing.**

##### 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

- Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorms list, then creates graphic organizer – electronically or handwritten).
- Maintains a log or journal to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing.
- Uses a variety of prewriting strategies (e.g., story mapping, listing, webbing, jotting, outlining, free writing, brainstorming).
- Gathers and paraphrases information from a variety of resources (e.g., interviews, multimedia, periodicals) and chooses an organizer to analyze, synthesize, and/or evaluate information to plan writing.
- Explains purpose and selects effective form at prewriting stage.

#### **Component 1.2 Produces Drafts.**

##### 1.2.1 Analyzes task and composes multiple drafts when appropriate.

- Refers to prewriting plan.
- Drafts according to audience, purpose, and time.
- Drafts by hand and/or electronically.
- Rereads text and decides to continue draft or to start a new draft.

#### **Component 1.3 Revises to improve text.**

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

- 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).

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- 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).

### **Component 1.4 Edits Text.**

#### 1.4.1 Edits for conventions (see 3.3).

- 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.

### **Component 1.5 Publishes text to share with audience.**

#### 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.

- Selects from a variety of publishing options keeping in mind audience and purpose (e.g., school newspaper, bulletin board, contest).
- Publishes using a range of graphics and illustrative material (e.g., photos, charts, graphs, tables, diagrams, cartoons).
- Publishes material in appropriate form (e.g., slide show, brochure, postcard) and format (e.g., colors, font, layout, key words and phrases instead of sentences) for visual and dramatic presentations (e.g., readers’ theater script).
- Uses different available technologies to produce, design, and publish a finished product (e.g., word processor, photo software, presentation software, publishing software).

### **Component 1.6 Adjusts writing processes as necessary.**

#### 1.6.1 Applies understanding of the recursive nature of writing process.

- Revises at any stage of process.
- Edits as needed at any stage.

#### 1.6.2 Uses collaborative skills in adapting writing process.

- Delegates parts of writing process to team members (e.g., one member may interview; another may collect information from other resources).
- Collaborates on drafting, revising, and editing.
- Collaborates on final layout and publishing/presenting (e.g., travel brochure).

#### 1.6.3 Uses knowledge of time constraints to adjust writing process.

- Adjusts the number of drafts to compensate for time allotted (e.g., on-demand, in-class writing or multi-week projects).
- Writes to meet a deadline.

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- Adapts amount of time spent on prewriting in response to on-demand prompt.
- Creates a management timeline for written projects (e.g., portfolios, research papers, I-Search papers).
- Increases time for prewriting, drafting, revising, and editing when working on longer written projects. (e.g., portfolios).

### **EALR 2: The student writes in a variety of forms for different audiences and purposes**

#### **Component 2.1 Adapts writing for a variety of audiences.**

- 2.1.1 Applies understanding of multiple and varied audiences to write effectively.
- Identifies an intended audience.
- Identifies and includes information and uses appropriate language for a specific audience (e.g., defines technical or content-specific terms or jargon).
- Describes audience's interest and knowledge of topic to determine emphasis.

Anticipates readers' questions and writes accordingly

#### **Component 2.2 Writes for different purposes.**

2.2.1 Demonstrates understanding of different purposes for writing.

- 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 for self-expression.
- Writes to analyze informational and literary texts.
- Writes to learn (double-entry journal in math, social studies, or science; letter to teacher assessing own work; reflection).
- Writes for more than one purpose using the same form (e.g., a script used to entertain, to persuade, or to inform).
- Includes more than one mode within a piece to address purpose (e.g., narrative anecdote as an introduction to a persuasive piece of writing).

#### **Component 2.3 Writes in a variety of forms/genres.**

2.3.1 Uses a variety of forms/ genres.

- 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).
- Maintains a log or portfolio to track variety of forms/ genres used.
- Produces a variety of new forms/genres.

Examples:

- ~ oral histories
- ~ fictional journal entries
- ~ film and drama reviews
- ~ compare/contrast essays
- ~ letters to the editor

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- ~ brochures
- ~ web pages
- ~ ballads

### **Component 2.4 Writes for career applications.**

#### 2.4.1 Produces documents used in a career setting.

- Collaborates with peers on long-term team writing projects (e.g., yearbook, literary magazine).
- Writes in forms associated with specific tasks or careers (e.g., class office résumé, persuasive letter requesting school funds).
- Selects and synthesizes information from technical documents for inclusion in writing (e.g., report that includes data/information derived from charts or graphs).

### **EALR 3: The student writes clearly and effectively**

#### **Component 3.1 Develops ideas and organizes writing.**

##### 3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

- Presents a central idea, theme, and manageable thesis while maintaining a consistent focus (e.g., narrows the topic, uses an essential question to guide research and maintain focus).
- Selects specific details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, statistics, anecdotes, reasons).
- Uses personal experiences, observations, and/or research to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; personal knowledge of an illness to persuade the audience that water pollution is dangerous).
- Varies method of developing character (e.g., how the character acts, talks, thinks, and looks), setting (e.g., through the character's point of view), and plot in narratives.

##### 3.1.2 Analyzes and selects an effective organizational structure.

- Writes unified, cohesive paragraphs (e.g., supporting examples in order of importance, paragraph topic connected by transitions).
- Composes an engaging introduction (e.g., meaningful rhetorical question, interesting facts, relevant anecdote).
- Composes an ending/conclusion that is more than a repetition of the introduction (e.g., a re-connection to reader, a call for action, a statement of significance).
- Uses transitions to show relationships among ideas (e.g., if ... then, cause/ effect, either ... or, meanwhile).
- Uses effective organizational patterns as determined by purpose: ~ explanations (e.g., cause and effect) ~ comparisons (e.g., point-by-point, similarities and then differences) ~ persuasion (e.g., least to most important arguments) ~ narratives (e.g., flashback, cliffhanger ending) ~ poetry (e.g., stanzas/chorus, repetition, rhythm, rhyme scheme, line breaks)

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### Component 3.2 Uses appropriate style.

3.2.1 Applies understanding that different audiences and purposes affect writer's voice.

- Writes with a clearly defined voice appropriate to audience.
- Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., humorous, informal, and knowledgeable voice).
- Writes from more than one point of view or perspective (e.g., cultural perspective for a character's viewpoint in history or literature, third person for scientific reports, first or third person for persuasive writing)

3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

- Selects and uses precise language to persuade or inform.
- Selects and uses precise language in poetic and narrative writing.
- Uses the vernacular appropriately.
- Selects and uses specialized vocabulary relevant to specific content area (e.g., hypotenuse, quadratic, radius).
- Uses persuasive techniques (e.g., direct audience appeal, rhetorical questions).
- Uses literary devices (e.g., simile, metaphor, personification).
- Uses poetic devices (e.g., repetition, rhythm, rhyme schemes).

3.2.3 Uses a variety of sentences.

- 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!").
- Writes a variety of sentence structures (e.g., uses appositive phrases: "The 7th grade teacher, the busiest woman on the staff, still had time for all of her students.").
- Uses a variety of line lengths and structures in poetry for effect (e.g., dialogue and ABCB rhyme scheme for a ballad).

### Component 3.3 Knows and applies writing conventions appropriate for the grade level.

3.3.1 Uses legible handwriting.

- Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase).

3.3.2 Spells accurately in final draft.

- Uses spelling rules and patterns from previous grades.
- 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., telephone, chronologic, distract, persist)
  - ~ frequently misspelled words (e.g., occasion, recommendation, sincerely)

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- Uses resources to correct own spelling

### 3.3.3 Applies capitalization rules.

- Uses capitalization rules from previous grades.
- Uses capitals correctly in an outline or list.
- Uses consistent capitalization when formatting technical documents.
- Uses resources to check capitalization.

### 3.3.4 Applies punctuation rules.

- Uses punctuation rules from previous grades.
- Uses commas to separate an interrupter (e.g., The teacher, however, was not impressed.).
- Uses semicolons to separate groups that contain commas (e.g., The Seahawks traveled to Washington, D.C.; New York, NY; and Oakland, CA.).
- Uses the hyphen to prevent confusion (e.g., re-elect).
- Uses bullets in technical writing when applicable.
- Uses resources to check punctuation.

### 3.3.5 Applies usage rules.

- Applies usage rules from previous grades.
- Uses adverbs vs. adjectives correctly.  
~ correct: He ran well in the race.  
~ incorrect : He ran good in the race.
- Uses comparative and superlative adjectives correctly.  
~ correct: The ruby is harder than the emerald. The diamond is the hardest gem.  
~ incorrect: The diamond is more harder than that ruby.
- Uses parallel construction of elements in a list.  
~ parallel: The lunchroom was immaculate: napkins in their holders, pop bottles in the recycle container, and trays in place for the next day.  
~ not parallel: The lunchroom was immaculate: napkins were put away, pop bottles in the recycle bins, and neatly stacked trays.
- Uses resources to check usage.

### 3.3.6 Uses complete sentences in writing.

- May use fragments in dialogue as appropriate.

### 3.3.7 Applies paragraph conventions.

- Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).
- Uses stanzas and other textual markers (e.g., table of contents, title and subtitle, bullets).

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3.3.8 Applies conventional forms for citations.

- Cites sources according to prescribed format.

**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

**Component 4.1 Analyzes and evaluates others' and own writing.**

4.1.1 Analyzes and evaluates writing using established criteria.

- Identifies aspects of the author's craft (e.g., point of view, purpose, bias).
- Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., audience appeal, concession and rebuttal, call to action).
- Explains accuracy of content and vocabulary for specific curricular areas (e.g., description of scientific procedure during a class lab)

4.1.2 Analyzes and evaluates own writing using established criteria.

- 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).

**Component 4.2 Sets goals for improvement.**

4.2.1 Evaluates and adjusts writing goals using criteria.

- Writes reflection about growth in writing and creates an improvement plan (e.g., "In my next persuasive piece, I will include a personal anecdote." "I will organize my prewrite into a logical plan before drafting.").
- Monitors progress and adjusts goals (e.g., "I have three expository essays in my portfolio. I need to include a persuasive piece next trimester.").
- Maintains a written log of long-term goals (e.g., "I will write in three or more new genres; I will use more logical evidence to persuade; I will elaborate with personal narrative; I will write to a government official or public personality.") and a portfolio of work.

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