

## Section: Writing - Seventh Grade

**Rationale:** Communication skills are central to both cognitive and social development. People read, write, talk, listen, view and represent ideas visually to find and interpret information; to combine knowledge and experience; to reflect and relax; to explore possibilities and generate new ideas; to solve problems; to make decisions; and to communicate their experiences to others. CPS students are able to successfully apply literacy skills in all academic, professional and personal areas of their lives as a result of the K-12 Language Arts curriculum.

**Course Description:** The Columbia Public Schools composition curriculum begins with the emergent skills of letter formation and sense of story and progresses in elementary school to encompass independent writing process skills and clarity and originality in composition.

Writing assessment and instruction are aligned with the Missouri state writing assessment standards to assure commonality of purpose and expectations.

**Learning Goal:** Independently selects and applies writing process and strategies appropriate to task

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Generates a topic for writing that can be developed.	
		Applies prewriting techniques (e.g. graphic organizer, outline, list) to plan and organize ideas.	
		Plans and organizes topic development independently.	
			Generates a draft on student and/or teacher selected topic.
		Uses resources as part of the writing process.	
		Rereads and revises for audience, purpose, content, organization, sentence structure, and word choice.	
	Sustains writing behaviors during writing workshop (e.g. write for extended amount of time, completion of drafts).		
		Rereads to edit for conventions.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Provides constructive revision and editing feedback to peers.		
			Shares/publishes writing.

**Learning Goal:** Uses appropriate text modes based on purpose, audience, and content

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Composes text showing awareness of audience.		
	Composes text in format appropriate to audience and purpose.		
			Composes narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.
			Composes a summary.
			Compose a response to text (e.g. personal response, constructed response).
			Composes text in teacher-selected genre and/or text structures.

**Learning Goal:** Provides adequate support and development

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Composes text with a clear and strong controlling idea.	
		Creates an effective beginning which transitions into the writing.	
		Composes text with a logical order.	
		Demonstrates critical and original thinking.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Develops ideas with details and examples that are specific, relevant and focused.	
		Effectively uses writing techniques such as imagery, figurative language, humor, point of view, purposeful dialogue, and voice.	
		Uses paragraphing appropriately.	
		Composes text with sentence variety, including complex sentences.	
		Uses effective word choice by choosing or substituting richer vocabulary.	
		Uses effective cohesive devices (e.g. transitions, repetition, parallel structure) between and within paragraphs.	
		Creates an effective ending that ties writing together.	
	Develops a research plan, with assistance, to guide investigation and research of focus questions.		
	Locates and uses multiple resources to acquire relevant information, evaluate the reliability of information, and fulfill research plan.		
	GLE IL.1.C. Records relevant information using a variety of note-taking and organizational structures.		
Documents research sources using a given citation format.			

**Learning Goal:** Demonstrates proficiency with Standard English usage and mechanics

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Writes legibly (cursive and manuscript).		
	Demonstrates correct use of capitalization.		
	Correctly uses end punctuation (period, question mark, exclamation point).		
	Correctly uses comma in dates, greetings and closings of letters, items in a series, between city and state, and in compound sentences.		
	Correctly uses semi-colon in compound sentences.		
	Correctly uses apostrophe in contractions and possessives.		
	GLE W.2.E. Uses proper capitalization and punctuation in titles.		
	Uses proper capitalization, punctuation and use of quotation marks in dialogue.		
	Correctly punctuates prepositional phrases and appositives.		
	Uses correct verb tense and agreement in subject/verb and pronoun/antecedent.		
	Uses consistent verb tense.		
	Uses classroom resources (including dictionary) to edit for correct spelling.		
	GLE W.2.E.d. Uses standard spelling.		