

Utah CORE Language Art Curriculum Standards Map

Grade Level 7

Writing		August	September	October	November	December	January	February	March	April	May	June	Activities	Formative Assessment	Summative Assessment
Anchor Standards	Standard	Timeline													
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>1. SWBAT write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>a. SWBAT write a clean claim(s) and distinguish it from a different or opposing claim; organize my argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence.</p> <p>b. SWBAT support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. SWBAT use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.</p> <p>d. Establish and maintain a formal style.</p> <p>e. SWBAT end his/her writing with a concluding statement that backs up the claim(s) in his/her argument.</p>							X	X				<ul style="list-style-type: none"> •Researching, summarizing and writing an argument paper 	utahcompose	
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2. SWBAT write an essay that conveys complex ideas and information and organize information by choosing and studying content carefully.</p> <p>a. SWBAT organize complex ideas using a clear introduction and use concepts and information to make important connections and distinctions in a paper.</p> <p>b. SWBAT develop his/her paper using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to his/her audience’s knowledge.</p> <p>c. SWBAT use appropriate transitions to link major ideas of his/her paper and show connections between ideas and concepts.</p> <p>d. SWBAT use appropriate vocabulary and language that is specific to the topic in order to manage the difficulty of the subject.</p> <p>e. SWBAT write a formal paper with an objective tone that uses the correct conventions for the subject area.</p> <p>f. SWBAT write a conclusion that shows the importance of the information presented in his/her paper.</p>				X	X		X					<ul style="list-style-type: none"> •"The Black Snowman" (UEN) •Informational writing on a career (UEN) •CCP Unit 4 •CCP Unit 10 •CCP Unit 6 •Home Reading Essays 	utahcompose utahcompose utahcompose	utahcompose

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>3. SWBAT write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>a. SWBAT hook the reader by introducing a problem, situation, or observation; hook the reader by setting up one or more points of view and introducing a narrator and/or characters; and write events and experiences that progress smoothly and logically.</p> <p>b. SWBAT write a narrative using techniques such as dialogue, pacing, description, reflection, and multiple plot lines, as well as use these narrative techniques to develop events, and/or characters.</p> <p>c. SWBAT use transition words, phrases, and clauses to signal shifts from one time frame or setting to another.</p> <p>d. SWBAT use precise words, details, and sensory language to create visual images in the minds of the readers.</p> <p>e. SWBAT make conclusions and reflect on what is experienced, observed, or resolved.</p>		X					X				<ul style="list-style-type: none"> •"Big Bad Wolf" (UEN) •CCP Unit 2 •"Legend of Sleepy Hollow" (UEN) •"Robert Frost (UEN) •Flashback/Flashforward narrative (UEN) 	utahcompose utahcompose	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4. SWBAT develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.</p>		X	X	X	X	X	X	X	X		<ul style="list-style-type: none"> •Flashback/Flashforward narrative (UEN) •CCP Unit 2 •Informative & Argumentative essays •Grammar Punk 	utahcompose utahcompose Assignments	Quizzes

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. SWBAT develop and strengthened his/her writing by planning, revising, editing, and rewriting or identify what is most significant for a specific purpose or audience.		X	X	X	X	X	X	X	X		<ul style="list-style-type: none"> •Short editing practices of given text •CCP Unit 2 •Informative & Argumentative essays – on utahcompose 	Assignments utahcompose	Quizzes
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. SWBAT use technology to create, publish, and update writing for individual or group projects and present information using a variety of media.	X	X	X	X	X	X	X	X	X		<ul style="list-style-type: none"> •Poetry • Online discussion w/ Home Reading novels 		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. SWBAT conduct short and more lengthy projects to solve problems or answer questions, including questions that I create; narrow or broaden his/her research when appropriate; combine multiple sources to demonstrate his/her understanding of the subject.						X		X	X		<ul style="list-style-type: none"> •Poetry •"The Black Snowman" (UEN) •Argument Paper 	utahcompose utahcompose	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. SWBAT conduct a search to gather relevant information from reliable print and digital sources; determine if a source is useful for answering particular research questions; include information from sources that supports his/her ideas without plagiarizing others' words and ideas; correctly cite his/her sources in the text or at the end of his/her paper.	X										<ul style="list-style-type: none"> •Commonsense Media "Using Critical Thinking to Find Trustworthy Websites" 		

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<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (i.e., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>9. SWBAT find specific facts, examples or details in literary or informational texts to support analysis, reflection, and research.</p> <p>a. SWBAT note similarities and differences in a fictional piece of text and a historical account of the same period.</p> <p>b. SWBAT outline and explain specific claims and supportive evidence in an argument then decide whether or not the reasons linking the evidence to the claim are logical.</p>								X	X		<ul style="list-style-type: none"> •7th Grade Poetry •Argumentative writing 	utahcompose	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. SWBAT routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences.</p>	X	X	X	X	X	X	X	X	X		<ul style="list-style-type: none"> •Grammar Punk, short responses, paragraphs, poetry, short stories, and research papers 	Assignments	Quizzes