

Grade 7 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;

E2a.7: provides a sense of closure to the writing.

Examples of reports include:

- An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).*
- A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- A chapter book.*
- A multimedia presentation using research gained from print and other media sources.*
- A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- A report of information on an item of personal interest or experience*

E2b: The student produces a response to literature that:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4: demonstrates an understanding of the literary work;

E2b.5: anticipates and answers a reader's questions;

E2b.6: provides a sense of closure to the writing.

Examples of responses to literature include:

- A literary response paper.*
- A book or movie review.*
- A literary analysis paper.*
- A comparison of a piece of literature with its media presentation.*
- An interpretation of a narrative poem.*
- A pamphlet.*
- A diary.*
- A newspaper or magazine article.*

E2c: The student produces a narrative account (fictional or autobiographical) that:

E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);

E2c.3: creates an organizing structure;

E2c.4: includes sensory details and concrete language to develop plot and character;

E2c.5: excludes extraneous details and inconsistencies;

E2c.6: develops complex characters;

E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;

E2c.8: provides a sense of closure to the writing.

Examples of narrative accounts include:

- A biographical account.*
- A problem-solution essay.*
- A fiction or non-fiction story.*
- A personal narrative.*
- A historical account.*
- A news account of an event, fiction or non-fiction.*
- A summary of text read.*
- An observational writing.*

E2d: The student produces a narrative procedure that:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4: includes relevant information;

E2d.5: excludes extraneous information;

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7: provides a sense of closure to the writing.

Examples of narrative procedures include:

- A set of rules for organizing a class meeting.*
- A set of instructions for playing computer games.*
- A set of instructions for using media technology.*
- An explanation of a mathematical procedure.*
- A report of information explaining steps and/or procedures for a familiar activity.*
- A storyboard.*

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates and addresses reader concerns and counter-arguments;

E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8: provides a sense of closure to the writing.

Examples of persuasive essays include:

- A position paper.*
- An evaluation of a product or policy.*
- An editorial on a current issue that uses reasoned arguments to support an opinion.*
- A speech for a candidate for school or public office.*
- A multimedia presentation based on a text read.*
- An informational web site.*
- A commercial script*