

Alignment of Writing Strategies with Selected Common Core Standards

Grade 7—Writing Strand

Updated: August 5, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">Common Core Stds ↓</p>	<p style="text-align: center;">Essential Questions Identify / Restate</p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">Somebody, Wanted, But, So, Then</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
<i>Text Types and Purposes</i>																	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	●	●	●	●	●	●		●	●			●	●		●		
a. Introduce the topic or text they are writing about, state an opinion, & create an organizational structure that lists reasons.	●	●	●	●	●			●	●			●	●		●		
b. Provide reasons that support the opinion.	●	●	●		●			●	●			●	●		●		
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	●	●			●			●	●	●	●	●	●	●	●		
d. Provide a concluding statement or section.	●	●	●	●	●			●	●		●	●	●	●	●		
<i>Text Types and Purposes (cont.)</i>																	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	●	●	●	●	●			●	●		●	●	●	●	●		
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	●	●	●	●	●			●	●		●	●	●		●		
b. Develop the topic with facts, definitions, and details.	●	●	●	●	●	●		●	●			●	●	●	●		
c. Use linking words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information.	●	●	●	●	●			●	●		●	●	●	●	●		
d. Provide a concluding statement or section.	●	●	●	●	●			●	●		●	●	●	●	●		
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●	●	●	●	●			●		●	●				●		
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	●	●	●	●	●			●		●	●				●		

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<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	●	●	●		●			●		●	●			●				
<p>c. Use temporal words and phrases to signal event order.</p>	●	●	●		●					●	●	●	●	●	●			
<p>d. Provide a sense of closure.</p>	●			●	●	●		●	●	●	●	●	●	●	●			
<i>Production and Distribution of Writing</i>																		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.</p>	●				●										●			
<i>Research to Build and Present Knowledge</i>																		
<p>7. Conduct short research projects that build knowledge about a topic.</p>	●	●	●	●	●	●		●	●		●	●	●	●	●			
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	●	●	●	●	●			●			●		●		●			
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	●	●	●	●	●			●			●	●	●	●	●	●	●	●
<p>a. Apply grade 7 Reading standards 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>	●	●	●	●	●			●	●		●	●	●	●	●			

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b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument & specific claims in a text, assessing whether the reasoning is sound & the evidence is relevant & sufficient to support the claims").	●	●	●	●	●			●	●		●	●	●	●	●		
<i>Range of Writing</i>																	
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

Alignment of Writing Strategies with Selected Common Core Standards

Grade 8—Writing Strand

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<i>Text Types and Purposes</i>																
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b. Provide reasons that support the opinion.	●		●						●			●	●	●	●	●
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	●								●		●	●	●	●	●	●
d. Provide a concluding statement or section.	●								●		●	●	●	●	●	●
<i>Text Types and Purposes (cont.)</i>												●	●	●	●	●
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	●		●		●				●			●	●	●	●	●
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	●		●	●					●			●	●	●	●	●
b. Develop the topic with facts, definitions, and details.	●		●	●		●						●	●	●	●	●
c. Use linking words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information.	●		●	●					●		●	●	●	●	●	●
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3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●		●	●	●					●	●	●	●	●	●	●
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	●				●					●	●	●	●	●	●	●

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<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	●		●		●	●		●		●	●	●	●	●	●		
<p>c. Use temporal words and phrases to signal event order.</p>	●									●	●		●	●	●		
<p>d. Provide a sense of closure.</p>	●				●	●		●	●	●	●	●	●	●	●	●	
<i>Production and Distribution of Writing</i>																	
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<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.</p>	●			●				●	●				●	●	●		
<i>Research to Build and Present Knowledge</i>																	
<p>7. Conduct short research projects that build knowledge about a topic.</p>	●		●	●		●			●		●		●	●	●		
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	●								●		●		●	●	●		
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	●	●	●	●	●			●				●	●	●	●	●	●
<p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is</p>	●	●	●	●	●			●	●		●	●	●	●	●		

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b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	●	●	●	●	●			●	●		●	●	●	●	●		
<i>Range of Writing</i>																	
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	