

USD 368 Curriculum Guide

*KS Assessment

Subject: Writing

Grade/Course: Seventh Grade

Standard 1: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Indicator

The student...

1. Understands and develops a focused written piece that includes plot elements (e.g. initiating event, rising and falling action, climax, conflict, setting, character development resolution). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Clarifies the main ideas by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Understands and independently uses appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
6. Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. Selects transitions to connect ideas within and between paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
8. Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (Voice: prewriting, drafting, revising: N,E,T,P)
9. Selects words that are suitable and precise, which create appropriate imagery (e.g. Explicit nouns, vivid verbs, natural modifiers). (Voice: prewriting, drafting, revising: N,E,T,P)
10. Includes vocabulary particular to the topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. Varies sentence structures and lengths (e.g. simple, compound, complex). (Sentence Fluency: drafting, revising: N,E,T,P)
12. Develops a variety of sentence beginnings that build upon previous sentence to guide the reader from one sentence to another. (Sentence Fluency: drafting, revising: N,E,T,P)
13. Identifies and avoids writing sentence fragments. (Sentence Fluency: drafting, revising: N,E,T,P)
14. Writes using effective dialogue that sounds conversational and natural. (Sentence Fluency: drafting, revising: N,E,T,P)
15. *Indicator not at this grade level.*
16. Demonstrates correct use of mechanics and punctuation (e.g. semi-colons, colons, underlining, italics, and centered titles). (Conventions: drafting, revising: N,E,T,P)
17. Uses correct grammar and usage for clarity. (Conventions: drafting, revising: N,E,T,P)
18. Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check). (Conventions: drafting, revising: N,E,T,P)
19. Uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: drafting, revising: N,E,T,P)

Standard 1: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student writes expository text using the writing process.

Indicator

The student...

1. Develops one main idea and/or a thesis statement in response to a prompt. (Ideas and Content prewriting, drafting, revising: N,E,T,P)
2. Clarifies the main idea by selecting logical, accurate, and helpful details. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Uses (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g. 3rd person pronouns in research). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Analyzes and understands implications of plagiarism (E.G. ETHICAL, LEGAL). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. Understands and independently uses appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources). (Organization: prewriting: N, E,T,P)
9. Writes a complete piece that contains an engaging introduction, a developed body that provides information, and conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. Arranges information within each paragraph in logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
11. Selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
12. Selects original and compelling vocabulary and/or figurative language to inform to the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
13. Selects words and phrases that are suitable and precise that create appropriate imagery (e.g. vivid verbs, explicit nouns, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. Varies sentence structures and lengths (e.g. simple compound, complex) and makes the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. Develops a variety of sentence beginnings that builds upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: drafting, revising: N,E,T,P)
17. Identifies and avoids writing sentence fragments. (Sentence Fluency: drafting, revising: N,E,T,P)
18. *Indicator not at this grade level.*
19. Demonstrates correct use of mechanics and punctuation (e.g. use of semi-colons, colons, underlining, italics, and centered titles). (Conventions: prewriting, drafting, revising: N,E,T,P)
20. Uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)

21. Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
22. Uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

Standard 1: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Indicator

The student...

1. Develops a technical text focused on one main purpose. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Clarifies the main idea by selecting concise, logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Constructs a bibliography with author, title, publisher, year, Web site name and address, copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Understands and independently uses appropriate strategies to generate technical text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
7. Arranges information within each paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. Writes a complete piece with a useful introduction, a sequential body, and an appropriate conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. Selects appropriate transitions to connect ideas within the piece (e.g. enumerated list, bullets, headings, subheadings, simple outlining elements). (Organization: prewriting, drafting, revising: N,E,T,P)
10. Writes with an awareness of purpose and audience (e.g. letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentation, newsletters, job searches, memos, emails). (Voice: prewriting, drafting, revising: N,E,T,P)
11. Selects words that convey the writer's message plainly and concisely (e.g. technical terms, jargon). (Word Choice: prewriting, drafting, revising: N,E,T,P)
12. Selects words appropriate for the intended task/format (e.g. persuasive, if persuading: informational, if informing, etc.). (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. Demonstrates correct use of mechanics and punctuation (e.g. semi-colons, colons, underlining, italics, quotation marks, centered titles). (Conventions: prewriting, drafting, revising: N,E,T,P)
15. Uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
16. Spells familiar and most unfamiliar words correctly uses available resources (e.g., dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
17. Uses graphic devices that are supportive of the text (e.g. charts, graphs and/or illustrations). (Conventions: prewriting, drafting, revising: T)

Standard 1: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The student writes persuasive text using the writing process.

Indicator

The student...

1. Composes a thesis statement based upon an opinion or belief. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. 1st person in editorial). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Develops details to expand the main topic and to support the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Practices building a focused argument that utilizes logical thinking. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Analyzes and understands implications and plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. Understands and independently uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
8. Writes a complete piece that contains an engaging introduction, a body that reinforces the reader's position, and a conclusion that reinforces the thesis statement and the original proposition. (Organization: prewriting, drafting, revising: N,E,T,P)
9. Arranges information within each paragraph in a logical and effective sequence to persuade the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. Selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. Selects vocabulary and figurative language that conveys a particular tone and personality. (Voice: prewriting, drafting, revising: N,E,T,P)
12. Uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Practices using words that are suitable, precise, and create imagery. (e.g. precise nouns, powerful verbs, and vivid modifiers) (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. Varies sentence structures and lengths making the reading pleasant and natural. (e.g. simple, compound, complex) (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Develops a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. Identifies and avoids writing sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. Demonstrates correct use of mechanics and punctuation (e.g. semi-colons, colons, underlining, italics, and centered titles). (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. Spells familiar and most unfamiliar words correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
20. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)