

# 7th Grade Writing Pacing Guide 2012 - 2013

## Writing Expectations

1. *Criterion Writing* Program – It is expected that fourth through ninth grade students will use *Criterion Writing Essay Grader* during the writing process. Teachers and students may access the program using their classroom computers, computers in the media center or computer lab, or mobile laptops.
2. Students are to keep the first *Criterion Writing* essay of the school year in their portfolios. This will serve as an initial benchmark assessment.
3. Additionally, students are to place their last *Criterion Writing* essay into their portfolios. This will serve as a final benchmark assessment.
4. *Writing Portfolios* – Each student in kindergarten through tenth grade should have a writing portfolio (Ex: manila folder) that follows them from grade to grade. Inside this portfolio students will place one completed writing assignment for each month of the school year. These assignments can be hand-written, typed, and/or generated using *Criterion Writing*. They can be graded or ungraded but should demonstrate writing that has gone through the entire writing process as is appropriate for the child's grade level. At the end of the school year, each teacher should store the portfolios in an area designated by his/her building principal who will be responsible for passing the portfolios on to each student's teacher the following school year.
5. *Publish & Display* – Using the five steps of the writing process, each student will publish and display one piece of formal writing created during the month. This piece should incorporate the grammar skills taught during the month as well as spelling and vocabulary words learned during that month. After being removed from display, the piece should be entered into the student's writing portfolio.
6. Students will participate in writing fairs and contests as required by his/her building principal. Pieces from the portfolio may be used as entries into the fair or writing contest or the student may create new pieces to use as the entry for the fair/contest.

## MONTHLY WRITING GUIDES

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Aug	<ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Paragraph formation</li> <li>• Writing poems in lines and stanzas</li> <li>• Friendly letter format</li> <li>• Figurative language</li> <li>• Set purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use the writing process – 5 steps to complete a polished piece of writing</li> <li>• Descriptive Writing: Introductory poem or letter</li> </ul>	<ul style="list-style-type: none"> <li>• 3. Distinguish poetry and/or friendly letter based on their characteristics.</li> <li>• 9. Compose in descriptive mode.</li> <li>• 10. Apply mechanics in writing.</li> </ul>

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Sept	<ul style="list-style-type: none"> <li>• Narrative Leads</li> <li>• Dialogue (punctuation and paragraphing)</li> <li>• Paragraphing a narrative</li> <li>• Simple and Compound Sentences</li> <li>• Elements and Structure of an Effective Narrative</li> <li>• Effective Narrative Endings</li> </ul>	Personal Narrative	<p>3. Distinguish a personal narrative based on its characteristics.</p> <p>9. Compose in narrative mode.</p> <p>10. Apply mechanics.</p> <p>11. Apply grammar conventions.</p>

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Oct	<ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Set purpose and audience</li> <li>• Persuasive Structure/Organization</li> <li>• Paragraphing for persuasive/expository</li> <li>• Importance of details and examples</li> <li>• Strong Conclusion—Call To Action</li> <li>• Intro to research techniques</li> </ul>	<p>Persuasive Essay</p> <p>(perhaps a letter to a school official on wanting to change something—rule, policy, cafeteria food, etc.)</p>	<p>3. Distinguish a persuasive essay based on its characteristics.</p> <p>9. Compose in persuasive mode.</p> <p>10. Apply mechanics.</p> <p>11. Apply grammar conventions.</p> <p>13. Apply steps in research process.</p>

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Nov.	<ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Set purpose and audience</li> <li>• Basic Expository Structure/Organization</li> <li>• Paragraphing for persuasive/expository</li> <li>• Importance of details and examples</li> </ul>	<p>“Basic” Expository Essay (mirrors structure of persuasive but does not require the call to action in the conclusion)</p> <p>(Perhaps a “letter to the editor”?)</p>	<p>3. Distinguish a “basic” expository essay based on its characteristics.</p> <p>9. Compose in expository mode.</p> <p>10. Apply mechanics.</p> <p>11. Apply grammar conventions.</p>

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Dec	<ul style="list-style-type: none"> <li>• Set purpose and audience</li> <li>• Descriptive Structure/Organization</li> <li>• Paragraphing for descriptive</li> <li>• Importance of details and examples</li> </ul>	Descriptive Essay  (perhaps something seasonal?) (perhaps a personal narrative that is soaked in sensory detail?)	3. Distinguish a descriptive essay based on its characteristics. 9. Compose in narrative mode. 10. Apply mechanics. 11. Apply grammar conventions.

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Jan	<ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Set purpose and audience</li> <li>• Compare/Contrast Structure/Organization</li> <li>• Paragraphing for persuasive/expository</li> <li>• Importance of details and examples</li> <li>• Need for conclusion</li> </ul>	Expository: Compare/Contrast Essay  Due to space limitations, the essay should be either a comparison or a contrast.	3. Distinguish a descriptive essay based on its characteristics. 9. Compose in narrative mode. 10. Apply mechanics. 11. Apply grammar conventions.

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Feb	<ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Set purpose and audience</li> <li>• Cause and Effect Structure/Organization</li> <li>• Paragraphing for persuasive/expository</li> <li>• Importance of details and examples</li> <li>• Need for conclusion</li> </ul>	Expository: Cause and Effect  Due to space limitations, the essay should be either causes or effects.	3. Distinguish a descriptive essay based on its characteristics. 9. Compose in narrative mode. 10. Apply mechanics. 11. Apply grammar conventions.

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Mar	<ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Set purpose and audience</li> <li>• Process Analysis Structure/Organization</li> <li>• Paragraphing for process analysis</li> <li>• Importance of details and examples</li> <li>• Need for conclusion</li> </ul>	Expository: Process Analysis (How To)	<p>3. <i>Distinguish a descriptive essay based on its characteristics.</i></p> <p>9. <i>Compose in narrative mode.</i></p> <p>10. <i>Apply mechanics.</i></p> <p>11. <i>Apply grammar conventions.</i></p>

Date	Resources and/or Supporting Content	Writing Activities with Link to Literature	English/Language Arts COS
Apr	<ul style="list-style-type: none"> <li>• Using research process</li> <li>• Proper citations and bibliography</li> <li>• Thesis statements</li> <li>• Set purpose and audience</li> <li>• Structure/Organization</li> <li>• Paragraphing</li> <li>• Conclusion</li> </ul>	Research Project	<p>3. <i>Distinguish a descriptive essay based on its characteristics.</i></p> <p>9. <i>Compose in narrative mode.</i></p> <p>10. <i>Apply mechanics.</i></p> <p>11. <i>Apply grammar conventions</i></p> <p>12. <i>Cite sources</i></p> <p>13. <i>Apply steps in research process.</i></p>

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May	<ul style="list-style-type: none"> <li>• Writing poems in lines and stanzas</li> <li>• Figurative language</li> <li>• Set purpose and audience</li> <li>• Review of narratives</li> <li>• Structure of a myth</li> </ul>	Poetry, Short Story, and/or Myth	<p>3. <i>Distinguish a descriptive essay based on its characteristics.</i></p> <p>9. <i>Compose in narrative mode.</i></p> <p>10. <i>Apply mechanics.</i></p> <p>11. <i>Apply grammar conventions.</i></p>

