

**BRSU Writing Curriculum
Writing Genres**

SEVENTH GRADE

PART I Reading and Writing Connections: <i>Response to Literature, Literary Elements and Devices, and Responding to Text.</i>

I* (Lit. and Info.)

RESPONSE TO LITERARY AND INFORMATIONAL TEXT: *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author’s craft, or other elements within a piece of literature or informational text.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> ● Select and summarize key ideas to set the context. ● Respond directly to the text with analysis and personal response and include a relevant connection to broader ideas/prior knowledge (text to text, text to self, text to world.) ● State and maintain a focus, a firm judgment, or a point of view when responding to a given question. ● Make and support analytical judgments about text by making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (e.g., making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres). 	
Organization	<ul style="list-style-type: none"> ● Include introduction, body and a conclusion that provides closure. ● Use clear and logically connected ideas. ● Use transition words/phrases. 	
Details	<ul style="list-style-type: none"> ● Support ideas with specific references to text. ● Support references to text with specific citations (parenthetical footnotes). ● Address the reader’s possible questions (e.g., clarifying the context when using a citation). ● Elaborate ideas appropriate to grade level. 	
Voice/Tone	<ul style="list-style-type: none"> ● Use effective voice and tone (word choice and sentence patterns) for the desired effect on the reader. 	

GEs addressed: W7:5, W7:6, W7:7

Revised 5/25/07

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PART II Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i>
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I* **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> ● Select appropriate information to set context which may include a lead/hook (e.g., startling statistic, anecdote/scenario, general to specific, quotation). ● State and maintain a clear focus that unifies the report. ● Effectively convey a perspective on a subject by writing with a sense of audience, when appropriate. 	
Organization	<ul style="list-style-type: none"> ● Use strong overall coherence and balance. ● Use an organizational text structure appropriate to focus/controlling idea (e.g., description, chronology, propositions/support, compare/contrast). ● Provide compelling introduction, informative body and satisfying conclusion that supports focus and provides closure. ● Use transition words or phrases appropriate to the organizing text structure. ● List and cite sources using the accepted form (works cited and parenthetical footnotes). 	
Details	<ul style="list-style-type: none"> ● Include facts and details relevant to topic, purpose and audience, excluding extraneous information. ● Include sufficient details or facts for appropriate depth of information (e.g., naming, describing, explaining, comparing, or use of visual images). ● Use information from multiple locations or sources when appropriate. ● Address readers' concerns (including providing context). ● Comment on the significance of the information, when appropriate. 	
Voice/Tone	<ul style="list-style-type: none"> ● Use stance of a knowledgeable person presenting relevant information appropriate to audience. 	

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	<ul style="list-style-type: none"> • Use appropriate vocabulary, sentence structure and/or variety. 	
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GEs addressed: W7:8, W7:9, W7:10

PART III	Expressive Writing: <i>Narratives, Personal/Reflective Essay, and Poetry.</i>
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I* **NARRATIVE: Writing that tells a story with a problem/conflict and solution/resolution.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> • Establish a setting with clearly defined time and place. • Establish context, character motivation, problem/conflict/challenge, and resolution, and maintain a point of view. • Maintain a clear focus around a central problem. 	
Organization	<ul style="list-style-type: none"> • Create a clear and coherent (logically consistent) story line. • Use a variety of transitional devices (e.g., ellipses, time transitions, white space, word/phrases) to enhance meaning. 	
Details	<ul style="list-style-type: none"> • Use relevant and descriptive details and sensory language to advance story line. • Use dialogue to advance the action. • Develop characters through description, speech and actions. 	
Voice/Tone	<ul style="list-style-type: none"> • Begin to use voice appropriate to purpose. 	

GEs addressed: W7:11, W7:12

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I* **PERSUASIVE:** *Writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A Persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> • Define a significant problem, issue, topic, or concern by setting the context, taking audience into account as needed. • State and maintain a clear position. 	
Organization	<ul style="list-style-type: none"> • State a strong introduction and conclusion. • Arrange arguments, reasons, and/or evidence effectively and persuasively (least to greatest in importance). • Use effective transitions. • Write a conclusion that provides closure. 	
Details	<ul style="list-style-type: none"> • Support judgments by providing and elaborating with convincing facts and details (e.g., definitions, description, illustrations, anecdotes, arguments, reasons, precise language). • Anticipate and address possible reader concerns, misconceptions or counterarguments. 	
Voice/Tone	<ul style="list-style-type: none"> • Use language effectively and purposefully. • Use stance of a knowledgeable person presenting relevant information appropriate to audience. 	

GEs addressed: W7:15, W7:16

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G **PERSONAL/REFLECTIVE ESSAY: *Writing in which an author explores and shares the meaning of a personal experience, belief, or idea.***

Criteria	Writers will.....	Teacher Notes/Resources
Purpose	<ul style="list-style-type: none"> • Make connections between personal experiences and ideas by establishing or evolving a focus. • Present occasion through the effective use of concrete details; sensory language; narrative accounts, using pacing, dialogue, action; and/or quotations. 	
Organization	<ul style="list-style-type: none"> • Have coherent organization through a natural progression of ideas. • Effectively connect experience and ideas, pulling the essay together. 	
Details	<ul style="list-style-type: none"> • Use concrete details and sensory language to establish context. • Analyze thought from a variety of perspectives (general and personal) or show deeper layers of meaning. 	
Voice/Tone	<ul style="list-style-type: none"> • Establish individual voice and use a variety of techniques for reflecting on thoughts and feelings (e.g., questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language). • Present information with personality. • Leave the reader with something to think about. 	

GEs addressed: W7:15, W7:16

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POETRY & LITERARY ELEMENTS AND DEVICES

Criteria	Writers will.....	Teacher Notes/Resources
Purpose	<ul style="list-style-type: none"> • Write poems in a variety of voices for a variety of audiences (purpose). • Write poems that express mood, feeling or thought. 	
Effective Language	<ul style="list-style-type: none"> • Select vocabulary according to purpose or for effect on audience. • Use rhyme, rhythm, or figurative language (e.g., simile, personification, alliteration, onomatopoeia). • Use a variety of poetic forms. 	

GEs addressed: W7:18, W7:19

PERSONAL/REFLECTIVE WRITING: e.g., journals, essays, letters, notes, poetry, diaries, etc.

Criteria	Writers will.....	Teacher Notes/Resources
Informal Writing	<ul style="list-style-type: none"> • Establish individual voice, and use a variety of techniques for reflecting on thoughts or feelings (e.g., questioning, comparing, connecting, or interpreting the experience). 	

GE addressed: W7:17

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