

Grade 7 Writing Standards



ARIZONA

Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
7.W.1	Write arguments to support claims with clear reasons and relevant evidence, introducing claim(s), acknowledging alternate or opposing claims, and organizing the reasons and evidence logically; supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence; establishing and maintaining a formal style; and providing a concluding statement or section that follows from and supports the argument presented.	49-79
7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, introducing a topic clearly and previewing what is to follow while organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect and including formatting, graphics, and multimedia when useful to aiding comprehension; developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; using precise language and domain-specific vocabulary to inform about or explain the topic; establishing and maintaining a formal style; and providing a concluding statement or section that follows from and supports the information or explanation presented.	22-48
7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, engaging and orienting the reader by establishing a context and point of view and introducing a narrator and/or characters while organizing an event sequence that unfolds naturally and logically; using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and providing a conclusion that follows from and reflects on the narrated experiences or events.	80-101

Production and Distribution of Writing

Standard Code	Standard	Top Score Writing Lessons
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1-101
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	19, 20, 46, 47, 77, 78, 90, 92, 93
7.W.6	Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.	—

Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	—
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	—
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 7 reading standards to literature and to informational text and nonfiction.	29-37, 56-64

Range of Writing

Standard Code	Standard	Top Score Writing Lessons
7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1-101