

Grade 7 Writing Standards



GEORGIA

DOMAIN: Language (L)

Standard Code	Standard	Top Score Writing Lessons
BIG IDEA: Grammar Conventions (GC) — Students observe, analyze, and use the structures and conventions of standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD 7.L.GC.1: Grammar, Usage, & Mechanics — Draw from knowledge of the conventions of standard English grammar, usage, and mechanics when analyzing and constructing texts.		
7.L.GC.1	Draw from knowledge of the conventions of standard English grammar, usage, and mechanics when analyzing and constructing texts.	Grammar: Days 1-103
STANDARD 7.L.GC.2: Syntax — Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.		
7.L.GC.2.b	Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.	Grammar: Days 11-15, 30-38, 81-86
7.L.GC.2.c	Distinguish between active and passive voice, revising texts to maintain consistency in active voice.	Grammar: Days 99-103
7.L.GC.2.d	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.	Grammar: Days 39-45, 56-60, 87-90

DOMAIN: Texts (T)

Standard Code	Standard	Top Score Writing Lessons
BIG IDEA: Structures & Style (SS) — Students analyze and use organizational structures and style to shape ideas and information.		
STANDARD 7.T.SS.1: Organization — Analyze and use organizational structures to craft meaning.		
7.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style as appropriate to purpose and audience.	2-9, 11-17, 19, 23-44, 46, 50-75, 77, 81-88, 94-100, 102
7.T.SS.1.c	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.	16, 43, 74, 86

DOMAIN: Texts (T) (continued)

Standard Code	Standard	Top Score Writing Lessons
7.T.SS.1.d	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.	6-9, 12-17, 27-28, 31-44, 54-55, 58-75, 81-88, 94-100
STANDARD 7.T.SS.2: Craft — Interpret and use language to craft engaging texts.		
7.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.	66, 83-86
BIG IDEA: Techniques (T) — Students analyze and apply various techniques to comprehend and shape meaning.		
STANDARD 7.T.T.1: Narrative Techniques — Analyze and apply narrative techniques.		
7.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.	80-101
STANDARD 7.T.T.2: Expository Techniques — Analyze and apply expository techniques.		
7.T.T.2.d	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.	22-48
STANDARD 7.T.T.3: Argumentative Techniques — Analyze and apply argumentative techniques.		
7.T.T.3.c	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.	49-79
BIG IDEA: Research & Analysis (RA) — Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.		
STANDARD 7.T.RA.2: Curating Sources & Evidence — Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.		
7.T.RA.2.a	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.	29-30, 56-57

DOMAIN: Practices (P)

Standard Code	Standard	Top Score Writing Lessons
BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) — Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD 7.P.EICC.1: Reader & Writer Identity — Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
7.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.	1-110

DOMAIN: Practices (P) (continued)

Standard Code	Standard	Top Score Writing Lessons
7.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.	Modeled, guided, and partner practice in daily lessons
7.P.EICC.1.f	Develop independence and autonomy as a reader and writer.	Gradual release of responsibility across daily lessons
STANDARD 7.P.EICC.2: Engagement & Intention — Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond.		
7.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	80-101
7.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.	22-48, 100, 102, 107
STANDARD 7.P.EICC.4: Writing Processes — Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
7.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.	1-2, 22-23, 49-50, 80-82
7.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	3-5, 25-26, 52-53, 82
7.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	3-5, 25-26, 52-53, 82
7.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	3-5, 25-26, 52-53, 82
7.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.	6-9, 11-17, 19, 27-44, 46, 54-75, 77, 83-88, 94-100, 106-109
7.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	10, 18-20, 45-47, 76-78, 89-93
7.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	11, 19-20, 46-47, 77-78, 90, 92-93

DOMAIN: Practices (P) (continued)

Standard Code	Standard	Top Score Writing Lessons
7.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.	11, 19-20, 46-47, 77-78, 90, 92-93; Grammar: Days 1-103
BIG IDEA: Author's Craft (AC) — Students apply knowledge of the author's craft to enhance the interpretation and construction of texts.		
STANDARD 7.P.AC.2: Writing Like a Reader — Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
7.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.	6-9, 11-17, 19, 27-44, 46, 54-75, 77, 83-88, 94-100, 106-109
7.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	6-9, 11-17, 19, 27-44, 46, 54-75, 77, 83-88, 94-100, 106-109
7.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.	6-9, 11-17, 19, 27-44, 46, 54-75, 77, 83-88, 94-100, 106-109
7.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	6-9, 11-17, 19, 27-44, 46, 54-75, 77, 83-88, 94-100, 106-109
STANDARD 7.P.AC.3: Text Design — Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
7.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	1-101
7.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	1-2, 22-23, 49-50, 80-82
7.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	3-5, 25-26, 52-53, 82
7.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.	6-9, 11-17, 19, 27-44, 46, 54-75, 77, 83-88, 94-100, 106-109