

## Strategic Writing Plan- Jackson-Madison County Schools Grade Level: Seventh Grade

**Ongoing Expectations :**

- Teach students to analyze and dissect writing prompts.
- Teach students the criteria used by the state to score writing prompts. (state rubric)

### First Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
<b>See Language Arts Guide</b>		<b>Pre-Writing:</b>	<b>Pre-Writing:</b> Identify purpose for writing (spi 0701.3.1)	Practice writing an expository essay to a prompt within a given time (0701.3.2)		<b>Analyzing Data:</b> Analyze and interpret data in multiple forms on a familiar topic (0701.4.9)	<b>Analyzing Data:</b>
			Identify the audience for which the text is written (spi 0701.3.2)	Write a summary of collected data (0701.4.9)			
			Select appropriate thesis statement for writing (spi 0701.3.3)				
			Complete a graphic organizer with information from notes for a writing selection (spi 0701.3.12)				
		<b>Drafting:</b> Practice writing to a prompt within a given time (0701.3.2)	<b>Drafting:</b>				

	<b>Revising:</b>	<b>Revising:</b> Rearrange a multiparagraph work in a logical and coherent order <b>(spi 0701.3.4)</b>				
	<b>Editing:</b>	<b>Editing:</b> Edit writing for mechanics <b>(0701.3.1.8)</b>				

## Second Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
<b>See Language Arts Guide</b>		<b>Prewriting:</b>	<b>Prewriting:</b> Identify the main idea and supporting details in text (spi 0701.6.2)	Practice writing an expository essay to a prompt within a given time (0701.3.2)		<b>Source Reliability:</b>	<b>Source Reliability:</b> Identify levels of reliability among resources (spi 0701.4.2)
		<b>Revising:</b>	<b>Revising:</b> Identify the sentence(s) irrelevant to a paragraph's theme or flow (spi 0701.3.7)		Write a summary (spi 0701.2.9)	<b>References:</b> Acknowledge source material using a standard format (0701.4.16)	<b>References:</b>
					Write a paraphrase (spi 0701.2.9)		
					Write a critique (spi 0701.2.9)		
					Distinguish between a summary and a critique (spi 0701.2.9)		
					List facts found in a source (spi 0701.4.2)		
					List opinions found in a source (spi 0701.4.2)		

### Third Nine Weeks

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Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
<b>See Language Arts Guide</b>		<b>Prewriting:</b>	<b>Prewriting:</b> Identify the main idea and supporting details in text (spi 0701.6.2)	Practice writing an expository essay to a prompt within a given time (0701.3.2)	Write summary (spi 0701.2.9)	<b>Source Reliability:</b>	<b>Source Reliability:</b> Identify levels of reliability among resources (spi 0701.4.2)
		<b>Revising:</b>	<b>Revising:</b> Identify the sentence(s) irrelevant to a paragraph's theme or flow (spi 0701.3.7)		Write a paraphrase (spi 0701.2.9)	<b>References:</b>	<b>References:</b> Acknowledge source material using a standard format (0701.4.16)
					Write a critique (spi 0701.2.9)		
					Distinguish between a summary and a critique (spi 0701.2.9)		
					List facts found in a source (spi 0701.4.2)		
					List opinions found in a source (spi 0701.4.2)		

### Fourth Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
<b>See Language Arts Guide</b>		<b>Drafting:</b>	<b>Drafting:</b> Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas (spi 0701.3.9)	Practice writing an expository essay to a prompt within a given time (0701.3.2)		<b>Narrowing Topic:</b>	<b>Narrowing Topic:</b> Select the most focused research topic (spi 0701.4.1)
				<b>Summary/Critique:</b> Construct a summary and a paraphrase of a speech (0701.2.5)	<b>Summary/Critique:</b>	<b>Selecting Sources:</b>	<b>Selecting Sources:</b> Distinguish between primary and secondary sources (spi 0701.4.4)
				Construct a critique of a speech (0701.2.6)			Determine the most appropriate research source for a given research topic (spi 0701.4.3)
						<b>Notes:</b> Take and organize notes on a research topic (0701.4.2)	<b>Notes:</b>
						Quote, paraphrase, or summarize ideas from various sources (0701.4.18)	

