The Common Core Writing Standards in Checklist and Table Form: Grade 7

Please Note: The standards have been lightly modified to create a “THE WRITER” present-tense format. This format works well for both writers and readers who analyze writing. Please check out the original standards here.

Teachers can use this checklist version of the Common Core writing standards in four different ways:

1. As a tool for teaching writing.
2. As a student-writing checklist.
3. As a literary-analysis tool.
4. As a tool to track your teaching.

Be sure to download the Common Core writing standards for a few different grades here. Everyone should download the high school writing standards, as they contain the most detailed and complete list of genre-specific writing skills.

The Common Core Writing Standards Outline:

Please note: Look at the outline of the standards below. In many of the grades (K-12), I change the order of the standards to reduce the number of pages you need to print: e.g., I frequently place Argument and Narrative on the same page because Argument and Informative/Explanatory won’t fit on a single page.

1. Text Types and Purposes:
   a. Argument
   b. Informative/Explanatory
   c. Narrative
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing

Please Note: Pattern Based Writing: Quick & Easy Essay is not affiliated with the Common Core. But be sure to check it out on the homepage. It’s the fastest, most effective way to teach students organized multi-paragraph essay writing... Guaranteed!
Six Different Versions of the Common Core Writing Standards

I’ve included six different versions of the same Common Core writing standards here. Why? Well, as I tried to create the perfect version, I ended up creating six different versions. While you probably won’t use all six versions, you will certainly be able to find a version that works perfectly for you.

As you consider which version to print, ask these three questions:

1. What do you want to use the standards for?
2. Will a checklist or a table work better?
3. How many pages do you want to print and make copies of?

The Broken-Down Versions: As you will see, “W.8.1.b” is one item in the standards, but that one item is made up of four parts. In the Broken-Down Version, I broke down “W.8.1.b” into four parts. I only created a Broken-Down Version for the “Three Text Types and Purposes.” I did not do it for “Production and Distribution of Writing,” etc.

Spacing, Checklists, and Tables: The checklist-version is great for taking action. The large-space version is nice if you want to print it out and have students underline keywords or mark it up. The table version is nice for printing a short version for reference.

Here are the six different versions:

1. The Three Text Types Broken Down and in Checklist Form
2. The Three Text Types Broken Down and in Table Form
3. The Standards in Checklist Form with Regular Spacing
4. The Standards in Checklist Form with Large Spacing
5. The Standards in Table Form with Regular Spacing
6. The Standards in Table Form with Large Spacing
1. The Three Text Types Broken Down in Checklist Form
### Argument: W.7.1: The writer writes an argument that supports claims with clear reasons and relevant evidence.

#### W.7.1.a: The writer introduces claim(s).

#### W.7.1.a: The writer acknowledges alternate or opposing claims.

#### W.7.1.a: The writer organizes the reasons and evidence logically.

#### W.7.1.b: The writer supports claim(s) with logical reasoning and relevant evidence.

#### W.7.1.b: The writer uses accurate, credible sources.

#### W.7.1.b: The writer demonstrates an understanding of the topic or text.

#### W.7.1.c: The writer uses words, phrases, and clauses to create cohesion.

#### W.7.1.c: The writer uses words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence.

#### W.7.1.d: The writer establishes and maintains a formal style.

#### W.7.1.e: The writer provides a concluding statement or section that follows from and supports the argument presented.
**Informative/Explanatory: W.7.2:** The writer writes an informative/explanatory text that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **W.7.2.a:** The writer introduces a topic clearly, previewing what is to follow.
- **W.7.2.a:** The writer organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- **W.7.2.a:** The writer includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **W.7.2.b:** The writer develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.7.2.c:** The writer uses appropriate transitions to create cohesion.
- **W.7.2.c:** The writer uses appropriate transitions to clarify the relationships among ideas and concepts.
- **W.7.2.d:** The writer uses precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.7.2.e:** The writer establishes and maintains a formal style.
- **W.7.2.f:** The writer provides a concluding statement or section that follows from and supports the information or explanation presented.
**Narrative: W.7.3:** The writer writes a narrative that develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **W.7.3.a:** The writer engages and orients the reader by establishing a context and point of view.
- **W.7.3.a:** The writer engages and orients the reader by introducing a narrator and/or characters.
- **W.7.3.a:** The writer organizes an event sequence that unfolds naturally and logically.
- **W.7.3.b:** The writer uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.7.3.c:** The writer uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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Common Core Writing Standards: Grade 7

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Common Core Writing Standards: Grade 7

**Narrative: W.7.3:** The writer writes a narrative that develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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e. **W.7.3.e:** The writer provides a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**

**W.7.4:** The writer produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.7.5:** With some guidance and support from peers and adults, the writer develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

**W.7.6:** The writer uses technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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<td>The writer gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
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e. **W.7.2.e:** The writer establishes and maintains a formal style.

f. **W.7.2.f:** The writer provides a concluding statement or section that follows from and supports the information or explanation presented.

**Range of Writing**

**W.7.10:** The writer writes 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.
# Common Core Writing Standards: Grade 7

## Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.7.4</td>
<td>The writer produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
</tr>
<tr>
<td>W.7.5</td>
<td>With some guidance and support from peers and adults, the writer develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</td>
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<tr>
<td>W.7.6</td>
<td>The writer uses technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</td>
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## Research to Build and Present Knowledge

<table>
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<tr>
<td>W.7.7</td>
<td>The writer conducts short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
</tr>
<tr>
<td>W.7.8</td>
<td>The writer gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>W.7.9</td>
<td>The writer draws evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a. W.7.9.a</td>
<td>The writer applies grade 7 Reading standards to literature (e.g., &quot;Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history&quot;).</td>
</tr>
<tr>
<td>b. W.7.9.b</td>
<td>The writer applies grade 7 Reading standards to literary nonfiction (e.g., &quot;Traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims&quot;).</td>
</tr>
</tbody>
</table>