

**Unit Title: Writing (How Writers Work)**

**Grade Level, Subject Area, and Unit Number: Unit 1 (7th grade ELA)**

**Approximate Length: Four (4) to Six (6) Weeks**

**Aligned Standards:** (The unit standards will be listed by grade level and subject area.)

- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5: 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.
- W.7.6: Use 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.
- W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research investigation.
- W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.7.1; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| Enduring Understandings   | Essential Questions  |
|---|--|
| <ul style="list-style-type: none"> <li>• Read excerpts from the mentor texts</li> <li>• Discuss and explain how writers prepare, edit and create</li> <li>• Encourage the students to question and reflect on what motivates an author</li> <li>• Have students analyze mentor texts</li> <li>• Have students examine life experiences that inspire authors</li> <li>• Explain the importance of conflict in a narrative piece</li> <li>• Have student analyze poetry</li> </ul>  | <ul style="list-style-type: none"> <li>• How understanding the mind of an author helps students become better writers?</li> <li>• Why writing is an important skill to master for everyday life?</li> <li>• How learning to plan and revise one's own writing increases the student's ability to write effectively?</li> <li>• How learning how to write creates stronger communication skills?</li> <li>• Why learning how to write will further hone one's personal craft of writing?</li> <li>• Can I add details that will make the world I am creating come alive for the reader?</li> <li>• How do certain words, phrases, and one-liners affect me as a reader and listener, and how can I use them to positively affect others?</li> <li>• How do people communicate without adequate language? How can I therefore communicate effectively, even when I don't know all the words?</li> <li>• How do certain words, phrases, and one-liners affect me as a reader and listener, and how can I use them to positively affect others?</li> </ul> |
| <p><b>Transfer Goals</b><br/>(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)</p>   |  |
| <ul style="list-style-type: none"> <li>• Schema</li> <li>• Engaging in discussion, reinforcing listening and responding skills</li> <li>• Continuously revising to improve one's work and writing</li> <li>• Able to understand and analyze the motivations of authors in different subjects</li> <li>• Being able to present one's ideas and opinions in an orderly and coherent manner</li> <li>• Synthesizing all aspects of reading and writing components</li> </ul>   |  |
| <p><b>Learning Objectives</b></p>   |  |
| <p>*Students will be able to....</p> <ul style="list-style-type: none"> <li>• I can discover the steps in the writing process and develop a personal plan to follow them.</li> <li>• I can analyze the reasons writers write and think about individual motivation.</li> <li>• I can understand how writing takes different forms and is often connected to purpose and audience.</li> <li>• I can become part of a community in which they are comfortable exploring their own writing styles and share with others.</li> <li>• I can engage effectively in a range of collaborative discussions (one-on one, small groups, teacher-led), sharing ideas and building on ideas of others.</li> <li>• I can learn to keep a Writer's Notebook and different methods for generating ideas.</li> <li>• I can read poetry and analyze poetic devices.</li> <li>• I can carefully examine each other's process and craft while reading the mentor texts.</li> <li>• I can discuss and analyze the narrative structure, features, and techniques when reading and writing stories.</li> <li>• I can understand the reasoning behind revising and utilize mentor texts to incorporate craft</li> </ul> |  |

techniques in their writing pieces.

- I can develop and strengthen writing as needed by planning, revising, editing, and publishing.
- I can refine my piece by editing for grammar and conventions.
- I can produce and publish a clear and complete piece of writing in which the development, organization, and style reflect the authors purpose and audience.

**Resources**

**Required Resources**

- School Wide Binders

**Optional Resources**

- Writing with Power Manual

| Unit Title: Writing (Book Reviews)   |  |
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| <b>Grade Level, Subject Area, and Unit Number: Unit 2 (7th grade ELA)</b>  | <b>Approximate Length: Four (4) to Six (6) Weeks</b> |
| <b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)   |  |
| <ul style="list-style-type: none"> <li>• W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• W.7.5: 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.</li> <li>• W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research investigation.</li> <li>• W.7.8: 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.</li> <li>• W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• SL.7.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</li> <li>• SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>• SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• L.7.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• L.7.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul> |  |
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| Enduring Understandings  | Essential Questions   |
|--|---|
| <ul style="list-style-type: none"> <li>• Read excerpts from the mentor texts</li> <li>• Discuss and explain how writers prepare, edit and create</li> <li>• Encourage the students to question and reflect on what motivates an author</li> <li>• Have students analyze mentor texts</li> <li>• Have students examine life experiences that inspire authors</li> <li>• Explain the importance of conflict in a narrative piece</li> <li>• Have student analyze poetry</li> </ul>   | <ul style="list-style-type: none"> <li>• How understanding the mind of an author helps students become better writers?</li> <li>• Why writing is an important skill to master for everyday life?</li> <li>• How learning to plan and revise one’s own writing increases the student’s’ ability to write effectively?</li> <li>• How learning how to write creates stronger communication skills?</li> <li>• Why learning how to write will further hone one’s personal craft of writing?</li> <li>• Can I add details that will make the world I am creating come alive for the reader?</li> <li>• How do certain words, phrases, and one-liners affect me as a reader and listener, and how can I use them to positively affect others?</li> <li>• How do people communicate without adequate language? How can I therefore communicate effectively, even when I don't know all the words?</li> <li>• How do certain words, phrases, and one-liners affect me as a reader and listener, and how can I use them to positively affect others?</li> </ul> |
| <p><b>Transfer Goals</b><br/>(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)</p>  |   |
| <ul style="list-style-type: none"> <li>• Schema</li> <li>• Engaging in discussion, reinforcing listening and responding skills</li> <li>• Continuously revising to improve one’s work and writing</li> <li>• Able to understand and analyze the motivations of authors in different subjects</li> <li>• Being able to present one’s ideas and opinions in an orderly and coherent manner</li> <li>• Synthesizing all aspects of reading and writing components</li> </ul>  |   |
| <p><b>Learning Objectives</b></p>  |   |
| <p>*Students will be able to....</p> <ul style="list-style-type: none"> <li>• I can determine the purpose and importance of book reviews.</li> <li>• I can read and analyze mentor texts as vehicles for book reviews, as well as the characters of book reviews.</li> <li>• I can read and analyze mentor book reviews to support claims and strong opinions about their chosen text with clear reasons and relevant evidence.</li> <li>• I can write argumentative book reviews to support claims.</li> <li>• I can craft my book review to include relevant facts, definitions, concrete details, quotations, and/or other information and examples to support and argue their book review opinions.</li> <li>• I can develop and strengthen my book review by incorporating revision and editing strategies, focusing on how well purpose and audience have been addressed.</li> </ul> |   |
| <p><b>Resources</b></p>  |   |
| <p><b>Required Resources</b></p>   | <p><b>Optional Resources</b></p>  |
| <ul style="list-style-type: none"> <li>• School Wide Binder</li> </ul>   |   |

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|---|--|
| <ul style="list-style-type: none"> <li>• Independent Novels</li> </ul>  |  |
| <b>Unit Title: Writing (Memoir)</b>   |  |
| <b>Grade Level, Subject Area, and Unit Number: Unit 3 (7th grade ELA)</b>   | <b>Approximate Length: Four (4) to Six (6) Weeks</b> |
| <b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)  |  |
| <ul style="list-style-type: none"> <li>• W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• W.7.5: 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.</li> <li>• W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research investigation.</li> <li>• W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• SL.7.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</li> <li>• SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>• SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>• SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• L.7.1; Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• L.7.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul> |  |
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| <b>Enduring Understandings</b>   | <b>Essential Questions</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Read excerpts from the mentor texts</li> <li>• Discuss and explain how writers prepare, edit and create</li> <li>• Encourage the students to question and reflect on what motivates an author</li> <li>• Have students analyze mentor texts</li> <li>• Have students examine life experiences that inspire authors</li> <li>• Explain the importance of conflict in a narrative piece</li> <li>• Have student analyze poetry</li> </ul>   | <ul style="list-style-type: none"> <li>• How understanding the mind of an author helps students become better writers?</li> <li>• Why writing is an important skill to master for everyday life?</li> <li>• How learning to plan and revise one's own writing increases the student's' ability to write effectively?</li> <li>• How learning how to write creates stronger communication skills?</li> <li>• Why learning how to write will further hone one's personal craft of writing?</li> <li>• Can I add details that will make the world I am creating come alive for the reader?</li> <li>• How do certain words, phrases, and one-liners affect me as a reader and listener, and how can I use them to positively affect others?</li> <li>• How do people communicate without adequate language? How can I therefore communicate effectively, even when I don't know all the words?</li> <li>• How do certain words, phrases, and one-liners affect me as a reader and listener, and how can I use them to positively affect others?</li> </ul> |
| <b>Transfer Goals</b><br>(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)  |   |
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| <b>Learning Objectives</b>   |   |
| <p>*Students will be able to...</p> <ul style="list-style-type: none"> <li>• I can develop an appreciation and understanding as memoir as a genre.</li> <li>• I can learn the purpose of memoir writing</li> <li>• I can explore the mentor texts and examine topic choices, structure, and craft.</li> <li>• I can determine features of memoir writing.</li> <li>• I can find similarities in experiences and emotions across cultures as expressed in memoir.</li> <li>• I can examine illustrations and notice how authors use them to enhance their writing.</li> <li>• I can identify variations in style and structure in memoir writing.</li> <li>• I can establish a context and point of view for their memoirs that engages and orients the readers.</li> <li>• I can organize event sequences that unfold naturally and logically</li> <li>• I can capture the action and experiences through descriptive details, precise words and phrases, and sensory language.</li> </ul> |   |

- I can convey sequence and signal shifts from one time frame or setting to another using transition words, phrases and clauses.

**Resources**

**Required Resources**

- School Wide Binder

**Optional Resources**