

## ***Exploratories 7- Writing***

### ***Course Description***

Writing Exploratories 7 is a quarterly class that looks at the structure and content of the four main domains of writing: Sensory, Imaginative/Narrative, Persuasive, and Practical/ Informative. The class will expose students to grammar and organization skills to help improve their writing. Students will participate skills using a variety of activities individually, as well as in groups. Google Docs will be utilized to revise, edit, evaluate, and publish assignments.

### ***Suggested Course Sequence:***

Unit 1: Writing Foundations- Rules and Grammar	(2 weeks)
Unit 2: Sensory Descriptive Writing	(1 week)
Unit 3: Imaginative and Narrative Writing	(1 week)
Unit 4 Persuasive Writing	(2 weeks)
Unit 5: Practical and Informative Writing	(2 weeks)

**Unit # 1 Overview****Content Area:** Writing**Unit Title:** Writing Foundations- Rules and Grammar**Grade Level:** 7**Unit Summary:** Writing effectively involves not only content, but organization, word choice, fluency, and grammar.**Interdisciplinary****Connections:**

Students must be aware of the purpose, topic, and audience of each piece of writing. This is accomplished with organization, fluency, as well as sophisticated word choice and correct grammar usage. These skills are necessary for all content areas.

**21<sup>st</sup> Century****Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets****Standards (Content and Technology):****CCCS**

- W 7.1.c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W 7. 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.
- SL 7. 1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL 7.1.b.** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL. 7.1 c.** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL 7.1.d.** Acknowledge new information expressed by others and, when warranted, modify their own views.
- 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 7.1.a.** Explain the function of phrases and clauses in general and their function in specific sentences.
- L 7.1.b.** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L 7.1.c.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L 7. 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 7.2. a.** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- L 7.2. b.** Spell correctly.
- L 7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

**NJCCS- Technology**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**Unit Essential Question(s):**

- What is the difference between formal and informal writing?
- Why is knowing your audience important?
- How can simple sentences become more complex and sophisticated?
- How can you move from one idea to another in language and writing?
- How do you punctuate and give proper credit to a source?

**Unit Enduring Understandings:**

- Develop an understanding of their audience and write to that audience.
- Revise writing to create complex, compound, and compound-complex sentences.
- Develop a list of transition words and phrases to be used internally and between paragraphs.
- Develop skills of supporting evidence, by punctuating, incorporating, and beginning to embed quotes from various sources.

**Unit Learning Targets/Objectives:**

*Students will...*

- Identify the difference (types) and rules associated with formal and informal writing
- Create a variety of sentences (simple, compound, complex, compound-complex) by combining and editing writing.
- Create a list of the most common transitions.
- Apply their knowledge of transitions by transitioning from one idea to the next.
- Interview a person of choice in the school.
- Create a correctly punctuated paragraph which incorporates quotes from interview.

**Evidence of Learning**

**Formative Assessments:**

Presentation of group/partnership findings  
 Self-Analysis  
 Notes

**Summative/Benchmark Assessment(s):**

Grammar Quizzes/ Tests  
 Interview Article

**Resources/Materials:**

Google Docs  
 Teacher Rubric

**Modifications:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> </ul> |
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accommodations/modifications • <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions</li> <li>- Accept participation at any level, even one word</li> </ul>	• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>
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### Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Formal v. Informal	Identify types of formal and informal communication. Create a list of characteristics of each in pairs or groups.. Review rules of writing for each.	1 day
Punctuation Practice	Review the rules for commas, semicolons, etc. Have students practice using them correctly in activities.	2 days
Sentence Structure	Identify the four types of sentences. Students will create their own. Then they will practice combining ideas to create more sophisticated sentences.	2 days
Transitions	Discuss the importance of transitions. Review a list of transitions. Create a personal list of transitions to use. Practice using them to transition from two ideas.	1 day
Using Quotation Marks	Discuss the rules for using quotation marks. Practice using them with dialogue and quoting a source.	1 day
Conduct an Interview	Create a list of questions to ask a person in the school. Interview an individual. Take notes on questions and answers.	1 day
Interview Article	Using the interview notes, create an article of the interview. Quote sources correctly, using notes from previous lesson. Turn in final copy.	2 days

**Teacher Notes:**

All work will be completed in Google Docs.

**Additional Resources**

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.

*MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

Noden, Harry R. *Image Grammar: Teaching Grammar as Part of the Writing Process*. 2nd ed. Portsmouth: Heinemann, 2011. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.

<<https://owl.english.purdue.edu/owl/>>

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**Unit # 2 Overview**

**Content Area:** Writing

**Unit Title:** Sensory Descriptions

**Grade Level:** 7

**Unit Summary:** Writing involves engaging a reader with precise language that allows the reader to experience the writer's observations and emotions.

**Interdisciplinary**

**Connections:**

Students must be precise in their use of language. Effectively describing a scenario helps the reader to understand the writer's experience. Concrete descriptions/observations can be used in all content areas.

**21<sup>st</sup> Century**

**Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

CCCS

- 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 7.10. 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.
- SL 7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - SL 7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - SL 7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - SL 7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- L 7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L 7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - L 7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - L 7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
- L 7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L 7. 2. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  - L 7. 2. b. Spell correctly.
  - L 7. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L 7. 3. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - 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.
- NJCCS- Technology
- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
  - 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
  - 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**Unit Essential Question(s):**

- How do you express what you feel in writing?
- What words can be used to create vivid descriptions?
- How can simple sentences become more complex and more sophisticated?

**Unit Enduring Understandings:**

- Develop paragraphs that reflect the emotions and observations of the writer.
- Create paragraphs with vivid description is a concise and effective manner.
- Revise writing to create complex, compound, and compound-complex sentences.

**Unit Learning Targets/Objectives:**

*Students will...*

- Describe a picture that holds particular meaning
- Evaluate the effectiveness of word choice and description with a partner/group
- Identify weak word choice and sentence structure
- Apply suggestions by revising and editing.
- Compose a final draft of the Descriptive Picture Sketch

**Evidence of Learning**

**Formative Assessments:**

Draft of Descriptive Paragraph (Picture Sketch)  
Peer Discussions/Notes  
Editing and Revisions

**Summative/Benchmark Assessment(s):**

Final Descriptive Paragraph (Picture Sketch)

**Resources/Materials :**

Teacher Rubric  
Google Docs

**Modifications:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> </ul> </li> </ul> |
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- Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **Gifted and Talented Students**
  - Provide rewards as necessary
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Descriptive Activities	Discuss how to be descriptive. Make students describe an object to a partner. Evaluate the description in comparison to the original. What description was the most effective? Why?	1 day
Descriptive Photo Sketch Draft	Using photo of choice, students will describe it in detail based on the skills discussed previously.	1 day
Group discussion	Evaluate each member's Descriptive Photo Sketches in a group. Discuss strengths and weaknesses of description. Make a list of alternative word choices and sentence structure.	1-2 days
Revision and Editing	Using suggestions from group, revise and edit sketch as needed. Share final draft.	1 days

**Teacher Notes:**

All work will be completed in Google Docs

**Additional Resources**

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.

Gallagher, Chris W. and Amy Lee. *Teaching Writing that Matters*. New York: Scholastic, 2008. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.

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**Unit # 3 Overview****Content Area:** Writing**Unit Title:** Narrative/Imaginative Writing**Grade Level:** 7**Unit Summary:** Creative writing tells a story, actual or fictional, using sequencing skills to build the plot structure.**Interdisciplinary****Connections:**

Creative writing consists of organized, sequential ideas that rely on word choice and correct grammar usage in their presentation. These skills are necessary for all content areas.

**21<sup>st</sup> Century****Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets****Standards (Content and Technology):**

## CCCS

- 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. 3. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W 7. 3. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W 7. 3. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W 7. 3. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W 7. 3. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 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 7.10. 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.
- SL 7. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL 7. 1. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL 7. 1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant

- observations and ideas that bring the discussion back on topic as needed.
- SL 7. 1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- L 7. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 7. 1. a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L 7. 1. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L 7. 1. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L 7. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 7. 2. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- L 7. 2. b. Spell correctly.
- L 7. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L 7. 3. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**Unit Essential Question(s):**

- What makes a great story?
- What elements make up a story?
- How can you move from one idea to another in language and writing?
- How can simple sentences become more complex and more sophisticated?

**Unit Enduring Understandings:**

- Plot the structure of a story
- Incorporate elements of fictional writing
- Utilize a list of transition words and phrases to be used internally and between paragraphs.
- Revise writing to create complex, compound, and compound-complex sentences.

**Unit Learning Targets/Objectives:**

*Students will...*

- Identify the plot structure of a story
- Apply the use of a graphic organizer that organizes the plot, characters, setting, etc. of their creative story
- Create a narrative story
- Evaluate peer writing for strengths and areas in need of improvement.
- Apply language skills to writing to improve clarity and fluency.
- Apply revising and editing skills.
- Create a final draft of a narrative story

**Evidence of Learning**

**Formative Assessments:**

- Rough draft of narrative story
- Participation in group revising and editing work
- Independent revisions and editing of draft

**Summative/Benchmark Assessment(s):**

Final draft of narrative story

**Resources/Materials:**

Writing Checklist

Teacher Rubric

Google Docs

**Modifications:**

• **Special Education Students**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

• **English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

• **At-Risk Students**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

• **Gifted and Talented Students**

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Organizing Ideas	Discuss and determine the elements of a good story and the structure involved. Students will discuss potential topics. Using a graphic organizer, they will outline the elements of an original narrative.	1 days
Drafting	Students will create a draft of their original story incorporating descriptive language, effective word choice, complex sentence structure, and quotations.	2 days
Evaluation of Work	In writing groups, students will evaluate each story by judging the effectiveness using a writing checklist	1 days
Revising, Editing, & Publishing	Revise and edit stories based on checklist results and group discussion. Share final document.	1 days

**Teacher Notes:**

All work will be completed in Google Docs

**Additional Resources**

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.

Hillocks, George. *Narrative Writing: Learning a New Model of Teaching*. Portsmouth: Heinemann, 2007. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.

<<https://owl.english.purdue.edu/owl/>>

**Unit # 4 Overview****Content Area:** Writing**Unit Title:** Persuasive Writing**Grade Level:** 7**Unit Summary:** Persuasive writing's purpose is to explain and analyze information as well as influence and persuade the reader.**Interdisciplinary****Connections:**

Writing persuasively involves careful organization and development of ideas. These skills are necessary for all content areas.

**21<sup>st</sup> Century****Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets****Standards (Content and Technology):**

CCCS

- W 7. 1. Write arguments to support claims with clear reasons and relevant evidence.
- W 7.1. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W 7.1. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W 7.1. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W 7.1. d. Establish and maintain a formal style.
- W 7.1. e. Provide a concluding statement or section that follows from and supports the argument presented.
- 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 7.10. 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.
- SL 7. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL 7. 1. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL 7. 1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant

- observations and ideas that bring the discussion back on topic as needed.
- SL 7. 1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
  - L 7. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - L 7. 1. a. Explain the function of phrases and clauses in general and their function in specific sentences.
    - L 7. 1. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    - L 7. 1. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
  - L 7. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - L 7. 2. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
    - L 7. 2. b. Spell correctly.
  - L 7. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - L 7. 3. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**Unit Essential Question(s):**

- How is the audience important when creating an essay/letter?
- How do language skills help communicate points clearly?
- How does one create an effective thesis?
- How does organization impact the point of a piece?
- How can revisions strengthen a piece of writing?

**Unit Enduring Understandings:**

- Develop an understanding of their audience and write to that audience.
- Create a thesis statement that reflects all aspects of the topic.
- Utilize the list of transition words and phrases internally and between paragraphs.
- Organize ideas to effectively present ideas in a strong, concise, and supported manner.
- Revise writing to create complex, compound, and compound-complex sentences.

**Unit Learning Targets/Objectives:**

*Students will...*

- Develop a detailed outline of claim and supporting evidence for writing
- Apply use of graphic organizers to persuasive writing (HAT, TIEE, SHOE)
- Develop a thesis statement that reflects all aspects of the topic.
- Create paragraphs that use a variety of sentences patterns, usage of phrases and clauses, etc.
- Apply self-monitoring of revision and editing process

**Evidence of Learning**

**Formative Assessments:**

- Outline of Argument
- Completed graphic organizer
- Rough draft of essay

Presentation of arguments

**Summative/Benchmark Assessment(s):**

Presentation of argument  
Completed final draft

**Resources/Materials:**

Writing Checklist  
Teacher Rubric  
Google Docs

**Modifications:**

- **Special Education Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Outlining an Argument	Discuss effective arguments. Introduce idea of counterargument. Discuss the essay/letter format using structure of HAT, TIEE, SHOE. Create an outline (claim, evidence, counter argument, etc.) for topic of choice on Google Docs.	3 days
Outline Discussions	Discuss with a partner. Determine if arguments are effective and counter arguments are refuted. Adjust outline as needed based on discussion.	1 day
Thesis	Discuss the elements of an effective thesis. Using outline, create a working thesis for topic.	1 day
Drafting	Draft essay/letter using the outline as a guide. Incorporate varied sentence structure.	3 days
Revising, Editing, & Sharing	Evaluate essay with writer's checklist. Revise and edit as needed. Share final draft.	2 days

**Teacher Notes:**

All work will be completed in Google Docs

**Additional Resources:**

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.  
Gallagher, Chris W. and Amy Lee. *Teaching Writing that Matters*. New York: Scholastic, 2008. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.

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**Unit # 5 Overview**

**Content Area:** Writing

**Unit Title:** Practical/Informative Writing

**Grade Level:** 7

**Unit Summary:** Writing practical/informative pieces involves providing clear information by paying close attention to details and accuracy.

**Interdisciplinary**

**Connections:**

Writing in this domain translates to most content areas. Accuracy and clarity of detail are essential to writing a practical/informative piece of writing.

**21<sup>st</sup> Century**

**Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

CCCS

- 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. 2. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W 7. 2. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W 7. 2. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W 7. 2. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W 7. 2. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 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 7.10. 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.



- SL 7. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL 7. 1. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL 7. 1.c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL 7. 1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- L 7. 1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L 7. 1. a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - L 7. 1. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - L 7. 1. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L 7. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L 7. 2. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  - L 7. 2. b. Spell correctly.
- L 7. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L 7. 3. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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.

**NJCCS- Technology**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**Unit Essential Question(s):**

- How do language skills help communicate points clearly?
- How does one list steps that are clear to their audience?
- How does organization of ideas impact instructions?
- How can revisions strengthen a piece of writing?
- How does a presentation impact reception of information?

**Unit Enduring Understandings:**

- Determine what has to be included in instructions for audience to understand.
- Utilize the list of transition words and phrases internally and between instructions.
- Organize ideas to effectively present ideas in a strong, concise, and supported manner.
- Revise writing to create complex, compound, and compound-complex sentences.
- Present information in a clear, logical, and entertaining way.

**Unit Learning Targets/Objectives:**

*Students will...*

- Determine an instructional topic- "How to..."
- Create a list of detailed instructions

- Create a written script for presenting "How to..."
- Evaluate if steps are clearly expressed and organized
- Apply revising and editing skills.
- Present information in class or present recorded version
- Evaluate peer presentations

**Evidence of Learning**

**Formative Assessments:**

List of instructional steps  
Draft of script

**Summative/Benchmark Assessment(s):**

Final draft of script  
Presentations

**Resources/Materials :**

TeacherTube -How to Videos  
<http://www.teachertube.com>  
Teacher Rubrics  
Google Docs

**Modifications:**

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**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Communicating Topics	Discuss the use of instructions in daily life (YouTube videos, Recipes, Cooking Shows, etc.) Determine the goal and structure of "How to..." presentations.	1 day
Listing Steps	Determine topic of choice. List items needed and organize steps into detailed, logical steps.	1 day

Create a Script	Using list, create a script for instructing others. Incorporate introduction, transitions, varied sentence structures, and a conclusion.	2 days
Evaluating Steps	Judge if steps are accurate and clear to group members. Adjust as needed. Share final script.	1 day
Presentations	Present informational "How to..." to class in person or via a recording. Students will evaluate each presentation for clarity, attention to detail, and creativity of information presented.	5 days

**Teacher Notes:**

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**Additional Resources**

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