Oct.:SW How Writers Work Grade 7

Content Area: **English**
Course(s):
Time Period: **October**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will learn haw writers work and the Writer's Workshop components.

Enduring Understandings

Writers use a process to generate ideas and create work that can be published.

Essential Questions

What processes do writers use to generate ideas and write about them?

Instructional Strategies & Learning Activities

Grade 7 How Writers Work
Immersion: Interactive Read-Aloud Lessons
Day 1:
Uncovering the Writing Process
uses all mentor texts from the unit.
Rationale: Students will listen to excerpts from the mentor texts and begin to discuss how writers work and the processes they use to generate and revise their ideas.
Common Core State Standards: W.7.1, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Day 2:
The Place Where Writing Starts: Keeping a Writer's Notebook
uses The Junkyard Wonders by Patricia Polacco, Local News: Stories by Gary Soto, A Fire in My Hands by Gary Soto, and a chapter from Gail Carson Levine's Writing Magic: Creating Stories That Fly.
Rationale: Students will question and reflect on what inspires and motivates authors as they listen to, discuss, and compare various texts, as well as understand the importance of keeping a Writer's Notebook.
Common Core State Standards: W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Day 3:

Nonfiction Possibilities
uses The Junkyard Wonders by Patricia Polacco.
Rationale: Students will analyze the mentor texts for writing forms and genres
and reflect on the nonfiction topic contained in a piece of narrative fiction.
Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7,
W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5,
L.7.6
Day 4:
Reflecting on Life's Conflicts
uses all mentor texts from the unit.
Rationale: Students will examine the many life experiences that inspired the
authors of the mentor texts in this unit, and they will analyze and understand
the importance of conflict in narrative.
Common Core State Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10,
SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 5:
Turning Ordinary Into Poetic
uses A Fire in My Hands by Gary Soto.
Rationale: Students will analyze poetry from A Fire in My Hands: Poems by Gary Soto to see how ordinary or
common experiences and events have been transformed into beautiful verse through the use of author's craft.
Common Core State Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6,
L.7.1,
L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Mini-Lessons
Generating Ideas I: Using Objects to Spark Ideas
uses A Fire in My Hands: Poems by Gary Soto.
Rationale: Writers find inspiration in meaningful objects. Students will generate ideas for writing as they focus
on
keepsakes in their own lives.
Common Core State Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.6,
L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Generating Ideas II: Quick Writes – Filling up the Notebook With Ideas
uses The Junkyard Wonders by Patricia Polacco and excerpts from the other mentor texts.
Rationale: Writers often get writing ideas from other writers. Students will revisit mentor texts for the purpose
of
making connections to jump-start their writing and quickly get their ideas down in their notebooks.
Common Core State Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6,
L.7.1,
L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Generating Ideas III: Sketching Ideas – Storyboard Inspirations
uses Local News: Stories by Gary Soto.
Rationale: Writers sometimes begin with illustrations as a way of prewriting and planning the flow of their
stories.
Students will create storyboards to use as inspiration for the development of possible narratives.
Common Core State Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.6,
L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Selecting: Selecting Publishing Ideas

uses all mentor texts from the unit and students' Writers' Notebooks.

Rationale: Writers use their notebooks as a tool to record their thinking, observations, and memories, and they revisit these ideas often to select one idea that they think is worthy of being developed and published. Students will

look at the mentor texts, confer with peers, and thoughtfully reread their notebooks to select one of their ideas to

stick with, develop, and publish.

Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4,

SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Collecting: What Do I Need to Begin My Draft?

uses all mentor texts from the unit and students' Writers' Notebooks.

Rationale: Writers collect details and relevant information needed before they begin their first draft. Students will

discuss ways writers research their ideas in order to collect information to develop their writing.

Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1,

SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Drafting: Organizing According to Form

uses all mentor texts from the unit.

Rationale: Writers begin to draft their pieces with a form and organization plan in mind. Students will examine how

the different forms are organized, select the form they feel is appropriate for their writing, and begin their drafts.

Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4,

SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Revising I: Re-Seeing Your Writing for BIG Revisions

uses A Fire in My Hands by Gary Soto, Funny Business by Leonard A. Marcus (Ed.), Writing Magic by Gail Carson

Levine, and students' drafts.

Rationale: Writers use many effective revision techniques to ensure that their writing will develop into what they

want it to sound like to their readers. Students will revise for a clear and coherent piece of writing that is focused,

well developed, and organized.

Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4,

SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Revising II: Precise Words

uses A Fire in My Hands by Gary Soto and students' drafts.

Rationale: Writers use precise words, phrases, and clauses to clearly convey ideas, experiences, and events. Students will replace vague language with specific nouns and vivid verbs.

Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4,

SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Editing: Sound Sentences

uses students' revised drafts.

Rationale: At the end of the writing process, writers focus on grammar and conventions so their pieces can be easily read by all. Students will learn to identify and correct run-on sentences and sentence fragments.

Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4,
SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Publishing: What Should My Piece Look Like?
uses all mentor texts from the unit and students' final drafts.
Rationale: Writers produce and publish a final piece with the hope and intention of appealing to their readers. Students will examine the choices made by the mentor text authors to be better able to decide on an approach for
their pieces.
Common Core State Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1,
SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6
Student Self-Reflection
uses a self-reflection and assessment handout for students to complete.
Rationale: Students should feel a real sense of accomplishment now that they have completed their first piece of
writing and taken it through the entire writing process. It is important that they now reflect on and evaluate this
experience and the results of their efforts.

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML	Information and Media Literacy
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology and Design Integration

Students will interact with the unit through the Smartboard, Google Classroom, document camera and Chromebooks for reading and writing.

CS.6-8.8.1.8.CS.2	Design a system that combines hardware and software components to process data.
CS.6-8.8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
CS.6-8.8.1.8.NI.3	Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
CS.6-8.8.1.8.NI.4	Explain how new security measures have been created in response to key malware events.

Interdisciplinary Connections

Writing connects with all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
  - ○ Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - ○ Process – how the student will acquire the content information.
  - ○ Product – how the student will demonstrate understanding of the content.
  - ○ Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to challenge themselves when writing. Struggling students will recieve additional instruction and modifications .

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP's accommodations will be utilized.

benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing Samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Rough drafts

discussion

Summative Assessments

- **Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit tests

Final drafts

Instructional Materials

Schoolwide, Inc. "How writers work" materials

Mentor texts

Standards

LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.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.

LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.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.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.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.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.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.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines,

	and define individual roles as needed.
LA.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.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.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.
LA.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.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.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).
LA.L.7.2.B	Spell correctly.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.7.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).