Sept. Gr. 7: How Writer's Work

Content Area: **English**
Course(s):
Time Period: **September**
Length: **2-3 weeks**
Status: **Published**

Unit Overview

This unit introduces the structure of writing workshop.

Enduring Understandings

Writing as a Process

- Writing is a process that involves planning, drafting, revising, editing, and publishing to create clear and effective communication.
- Writers improve their work through feedback, reflection, and revision.

Purpose and Audience

- Writers make intentional choices about content, structure, and style based on their audience and purpose.
- Different genres of writing require specific techniques and conventions to engage and inform readers.

Craft and Style

- Strong writing uses precise language, vivid details, and varied sentence structures to create meaning and impact.
- Word choice, tone, and voice shape how a reader interprets a writer’s message.

Grammar and Conventions

- Proper grammar, punctuation, and spelling enhance clarity and credibility in writing.
- Writers follow language conventions but can also break them intentionally for creative or rhetorical effect.

Creativity and Expression

- Writing is a powerful tool for self-expression, storytelling, and persuasion.
- Writers develop their unique voice by experimenting with different styles, techniques, and perspectives.

Collaboration and Growth

- Writing is a social activity that benefits from sharing, discussing, and responding to others' work.
- Writers grow by reading widely, analyzing mentor texts, and learning from different authors.

Would you like these tailored to specific genres, such as narrative, argumentative, or informational writing?

Essential Questions

How do writers effectively communicate their ideas, emotions, and perspectives to engage and impact their audience?

Instructional Strategies & Learning Activities

How Writer's Work

Overview

1. Interview students about writing likes/dislikes.

2. Conference with students about writing history and students complete a writing survey.

3. Set up ELA Notebooks (Books Read, Writing, Passage Study, Thoughts While Reading, To Be Read List)

4. Develop writing goals (evidence, content, stamina, editing/revising).

5. Stations of Professional Writers to note how they work (Gail Carson Levine, Judy Blume, Sharon Creech, Christopher Paul Curtis)

6. Freewrite Fridays- Students write about whatever they want and/or a prompt, add on to something else they have written. Fill a page in their notebook in 10 minutes is the goal.

7. Six Word Memoir to get through the writing process.

- Identity charts to help brainstorm for six word memoir.

-Immersion stage- mentor text six word memoirs from other teens- What do you notice? Discuss.

- Generate ideas and draft several memoirs

-Mini Lesson on grammar- em dash, colon, semi colon, comma usage

-Revising/Editing- peer revision/editing

-Publishing- digital, grid worksheet, or hand drawn and backstory paragraph

14. Students do a gallery walk of published writing pieces.

Discussion/Collaborating

Integration Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
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.
9.4.8.CT	Critical Thinking and Problem-solving
	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.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

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

ITH	Interaction of Technology and Humans
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connections

Reading instruction connects to 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 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:

IXL

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:

entrance slips

drafts

edits/revisions

conferences

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:

Teacher made assessments

Benchmark assessments

Instructional Materials

SmartBoard

Google Classroom

ELA Notebooks

Student Chromebooks

Standards

L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.SS.7.1.E	Recognize spelling conventions.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
L.VL.7.3.D	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.
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.IW.7.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
W.IW.7.2.E	Establish and maintain a formal style/academic style, approach, and form.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7	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.