



# Pemberton Township Schools

## Curriculum Guide

**Subject:** Writing

**Course:** Write 180

**Grade Level(s):** 7

**Written By:** Melanie Nelson

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**Course Description:**

Write 180 is a cycle course designed for students enrolled in Read 180 for their ELA class. Students will explore informative, argumentative, and narrative writing. The instructional sessions will include both small group and whole group lessons as well as individual conferencing. Students will collaborate with the teacher to devise rubrics that meet their individual needs and skill levels.

**Reviewed by:** Kimberly Brucale

Supervisor

**Approved by:** Ida Smith

Chief Academic Officer

**Approved by:** [Signature]

Assistant Superintendent

**Board of Education Approval:** APPROVED OCT 28 2021

## Write 180 - 7th Grade

**Unit Title:** Grade 7- Write 180

### Stage 1: Desired Results

#### **Standards & Indicators:**

##### **Text Types and Purposes**

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**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.

- 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).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

##### **Production and Distribution of Writing**

**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.)

**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.7.7.** 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. Research to Build and Present Knowledge

**W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**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.

**W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

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B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

### Range of Writing

**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.

### Comprehension and Collaboration

**SL.7.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.7.2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.7.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas

**SL.7.4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.7.5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.7.6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Conventions of Standard English

**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.

### Career Readiness, Life Literacies and Key Skills

| Standard                     | Performance Expectations   | Core Ideas  |
|------------------------------|--|---|
| 9.4.8.IML.12<br>9.4.8.IML.13 | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. | There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.  |
| 9.4.8.TL.3                   | Select appropriate tools to organize and present information digitally.  | Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. |
| 9.4.8.DC.2                   | Provide appropriate citation and attribution elements when creating media products                                 | Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.  |

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| <p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Informational Text</li> <li>• Narrative Text</li> <li>• Argumentative Text</li> <li>• Conventions and Grammar</li> </ul>   | <p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• What are the elements necessary in an informational text?</li> <li>• How do you compose a personal narrative?</li> <li>• How do I compose an argumentative essay while presenting clear evidence?</li> <li>• Why is grammar essential in the writing process?</li> </ul>  |
| <p><b><u>Content:</u></b></p> <p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>• Identify sentences and fragments</li> <li>• Use capital letters</li> <li>• Correcting run-ons</li> <li>• Using correct word order</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Informational Text</li> <li>• Narrative Text</li> <li>• Argumentative Text</li> </ul> | <p><b><u>Skills(Objectives):</u></b></p> <p>Respond to an informational writing prompt to:</p> <ul style="list-style-type: none"> <li>• Pre-write, plan, and produce an informational paragraph.</li> <li>• Use appropriate transition words within a response</li> <li>• Use precise verbs to improve vocabulary choice within a piece of writing.</li> <li>• Revise a piece of writing using a rubric</li> <li>• Identify and correct sentence fragments within a piece of writing</li> <li>• Use end punctuation in a piece of writing.</li> <li>• Use technology to produce and publish a piece of writing.</li> </ul> <p>Respond to a narrative writing prompt to:</p> <ul style="list-style-type: none"> <li>• Pre-write, plan, and produce a narrative paragraph.</li> <li>• Use appropriate transition words within a response</li> <li>• Use sensory details to improve vocabulary choice within a piece of writing.</li> <li>• Revise a piece of writing using a rubric</li> <li>• Identify and correct sentence fragments and capital letters within a piece of writing</li> <li>• Use capital letters correctly in a piece of writing.</li> <li>• Use technology to produce and publish a piece of writing.</li> </ul> <p>Compose an argumentative text:</p> <ul style="list-style-type: none"> <li>• Analyze features of an argument essay</li> <li>• Identify a purpose and audience for writing</li> <li>• Brainstorm ideas for an essay</li> <li>• Articulate an introduction that presents the issue and the writer's claim about the issue.</li> <li>• Compose a draft that includes convincing reasons and relevant evidence</li> </ul> <p>Conventions:</p> <ul style="list-style-type: none"> <li>• Capitalization</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Quotations</li> <li>• Sentence Structure</li> <li>• Subject-Verb Agreement</li> </ul> |
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### **Interdisciplinary Connections:**

Students will understand how the different writing types can be applied across the disciplines and can lead to numerous applications in their future careers.

## Stage 2: Assessment Evidence

| <b><u>Performance Task(s):</u></b>  | <b><u>Other Evidence:</u></b>  |
|---|--|
| <p>Performance Task 1</p> <ul style="list-style-type: none"> <li>• Using student developed rubric, students will compose an informational text.</li> </ul> <p>Performance Task 2</p> <ul style="list-style-type: none"> <li>• Using student developed rubric, students will compose a narrative.</li> </ul> <p>Performance Task 3</p> <ul style="list-style-type: none"> <li>• Using student developed rubric, students will compose an argumentative text</li> </ul> | <ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Do Now prompts</li> <li>• Class discussions</li> <li>• Online Classroom (Google Classroom)</li> <li>• Writing Portfolio</li> <li>• Exit Slips</li> <li>• Teacher Made Materials</li> </ul> |

## Stage 3: Learning Plan

| <b><u>Learning Opportunities/Strategies:</u></b>   | <b><u>Resources:</u></b>   |
|--|--|
| <p><b><u>Informational Text:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher will model an informational text and students will analyze the structure.</li> <li>• Students will answer the following essential questions to guide them through the informational text:             <ul style="list-style-type: none"> <li>○ How does a writer locate, organize, and present information to support his topic?</li> <li>○ How does the writer's craft shape the message and inform the audience?</li> <li>○ How does the topic sentence drive the content of the essay?</li> <li>○ How is informational writing used in academics and in careers?</li> </ul> </li> </ul> <p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>• Teacher will model a narrative and students will analyze the structure.</li> <li>• Students will answer the following essential questions to guide them through the narrative:</li> </ul> | <ul style="list-style-type: none"> <li>• Student Devices</li> <li>• Projector (Smartboard, Smart TV)</li> <li>• Online Classroom (Google Classroom)</li> <li>• Online games (e.g. <i>Kahoot</i>, <i>Gimkit</i>, <i>Blooket</i>)</li> <li>• Online resources (e.g. <i>Flocabulary</i>, <i>Brainpop</i>)</li> <li>• Writing Samples</li> <li>• Scholastic Action Magazines</li> <li>• Read 180 RDI 2 Stage B- Writing Strategies and Conventions</li> <li>• Read 180 Real Book, workshops 4-6</li> <li>• <u>6+1 Traits of Good Writing Training</u></li> <li>• Mary Ellen Ledbetter Training: <u>Smiley Face Tricks and Revved Up Sentences Handout</u></li> <li>• Read Write Think: <u>Student Interactives</u></li> <li>• <u>Khan Academy: Pixar- The Art of Storytelling</u></li> </ul> <p>*LGBT and Disabilities Law<br/> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a></p> <p><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></p> |

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- How can we use our senses to enrich our writing?
- What tools do writers use to craft engaging, vivid texts?
- How is dialogue used effectively and correctly to enhance expressive writing?
- What careers use narrative writing?

GLSEN Educator Resources

### Argumentative Text

- Teacher will model an argumentative text and students will analyze the structure.
- Students will answer the following essential questions to guide them through the argumentative/persuasive text:
  - How does word choice contribute to a strong argument?
  - Why is it important for a writer to know the audience?
  - Why do people write to persuade others?
  - What is the role of supporting evidence in building an argument?
  - How do I quote the text and introduce citations?
  - How is argument writing used in academics and in careers?

### Conventions/Grammar

- Students will engage in mini lessons to reinforce grammar rules. Students will participate in online games (ex: Kahoot) to reinforce grammar skills.

Teachers will incorporate mini lessons to deliver instruction and provide opportunities for students to write independently. Teachers will conduct individual student conferences to increase students' skills in the genres of writing. Students will develop and maintain an online writing portfolio.

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|-------------------------|-------------------------|---------------------|-------------------|
|-------------------------|-------------------------|---------------------|-------------------|

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| Adaptation of materials and requirements         | Varying instructional strategies             | Provide text in alternative formats, such as Braille, large print, audio formats, or digital text | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing |
| Elevated text or question complexity             | In-class interventions                       | Use peer readers  |  |
| Independent student options                      | Compacting activity                          | Permit highlighting of text   |  |
| Projects completed individually or with partners | Extend or abbreviate duration of assignments | List discussion questions prior to reading text   | ELL supports should include, but are not limited to, the following::<br>Extended time<br>Provide visual aids<br>Repeated directions<br>Differentiate based on proficiency<br>Provide word banks<br>Allow for translators, dictionaries   |
| Self-selection of research                       |  | Vocabulary lists and/or study guides  |  |
| Open-ended activities                            |  | Provide lecture notes/outline   |  |
|  |  | Use sentence frames   |  |

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## Pacing Guide

| Course Name   | Resource  | Standards  |
|---|---|--|
| MP 1-2  |   |  |
| <b>UNIT 1</b><br>Informative Writing- 30 days<br><br>3 days in cycle spent on analyzing and marking model writing<br><br>15 days in cycle spent on drafting and practice writing exercises<br><br>6 days in cycle spent on revision with peer and/or teacher conferencing<br>6 days in cycle spent on conventions lessons and editing | <b>Unit Online Assessment:</b><br>Final revised draft of an informational text using individualized rubric. | W.7.2.A<br>W.7.2.B<br>W.7.2.C<br>W.7.2.D<br>W.7.2.E<br>W.7.2.F<br>W.7.4.<br>W.7.5.<br>W.7.7.<br>W.7.7.<br>W.7.8.<br>W.7.9.A<br>W.7.9.B<br>SL.7.1.<br>SL.7.2.<br>SL.7.3.<br>SL.7.4.<br>SL.7.5.<br>SL.7.7.<br>L7.1.<br>L7.2. |
| MP 2-3  |   |  |
| <b>UNIT 2</b><br>Argument Writing- 30 days<br><br>3 days in cycle spent on analyzing and marking model writing<br><br>15 days in cycle spent on drafting and practice writing exercises<br><br>6 days in cycle spent on revision with peer and/or teacher conferencing<br>6 days in cycle spent on conventions lessons and editing    | <b>Unit Online Assessment:</b><br>Final revised draft of an argument text using individualized rubric.      | W.7.1.A<br>W.7.1.B<br>W.7.1.C<br>W.7.1.D<br>W.7.1.E<br>W.7.4.<br>W.7.5.<br>W.7.7.<br>W.7.7.<br>W.7.8.<br>W.7.9.A<br>W.7.9.B<br>SL.7.1.<br>SL.7.2.<br>SL.7.3.<br>SL.7.4.<br>SL.7.5.<br>SL.7.7.<br>L7.1.<br>L7.2.            |
| MP 3-4  |   |  |



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| <b>UNIT 3</b><br>Narrative Writing- 30 days<br><br>3 days in cycle spent on analyzing and marking model writing<br><br>15 days in cycle spent on drafting and practice writing exercises<br><br>6 days in cycle spent on revision with peer and/or teacher conferencing<br><br>6 days in cycle spent on conventions lessons and editing | <b>Unit Online Assessment:</b><br>Final revised draft of a narrative text using individualized rubric. | <b>W.7.3 A</b><br><b>W.7.3.B</b><br><b>W.7.3.C</b><br><b>W.7.3.D</b><br><b>W.7.3.E</b><br><b>W.7.4.</b><br><b>W.7.5.</b><br><b>W.7.7.</b><br><b>W.7.7.</b><br><b>W.7.7.</b><br><b>W.7.8.</b><br><b>W.7.9.A</b><br><b>W.7.9.B</b><br><b>SL.7.1.</b><br><b>SL.7.2.</b><br><b>SL.7.3.</b><br><b>SL.7.4.</b><br><b>SL.7.5.</b><br><b>SL.7.7.</b><br><b>L.7.1.</b><br><b>L.7.2.</b> |
|---|--|--|