

Topic: Author's Backpack

Days: 180

Subject Area(s): English Language Arts

Grade(s): 7

Key Learning: The seventh grade writer makes writing choices based on topic, audience, and purpose, composing pieces that incorporate the strategies of writing. Seventh grade students focus on developing well-organized persuasive and expository essays. They develop a more complex thesis, expand their support, and incorporate mature word choice and sentence fluency.



Unit Essential Question(s): What skills are necessary to become an effective, diverse writer?

Concept:
August/September - Creative Writing
 LA.7.4.1.1, LA.7.4.1.2
 Creative Writing or Poem (6 line minimum)
 • For example, write a composition on the subject "My Pet." You must choose a pet you have never owned. It can be anything from a kitten to a dinosaur, from a fly to a dragon. Describe what your pet looks like, how you acquired it, what it eats and where it sleeps, what tricks it can do, and how it gets along with your friends and family.

Concept:
October - Research
 LA.7.6.2.1, LA.7.6.2.2, LA.7.6.2.3, LA.7.6.2.4, LA.7.6.3.1, LA.7.6.3.2, LA.7.6.3.3, LA.7.6.4.1, LA.7.5.2.1, LA.7.5.2.2, LA.7.5.2.3
 Full Process Research Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)
 • For example, write an essay about the cultural context that influences one of the stories or novels studied. Include facts about the culture from which story comes and cultural details from the story.

Concept:
November - Expository
 LA.7.3.1.1, LA.7.3.1.3, LA.7.3.1.2, LA.7.3.2.1, LA.7.3.2.2, LA.7.3.2.3, LA.7.3.3.1, LA.7.3.3.2, LA.7.3.3.3, LA.7.3.3.4, LA.7.3.4.1, LA.7.3.4.2, LA.7.3.4.3, LA.7.3.5.1, LA.7.3.5.2, LA.7.3.5.3, LA.7.4.2.3
 • Timed Expository Essay (45 minutes, Holistically scored using FCAT Writes rubric)

Lesson Essential Question(s):
 How can I create an engaging plot through the use of complex characters and dialogue? (A)
 How do I use figurative language and descriptions effectively in my writing? (A)
 What different ways can I write to express myself? (ET)
 How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in my creative writing? (ET)
 How does the audience influence the writing style (formal vs. informal)? (ET)
 How can analyzing the techniques of professional authors help me to better express myself as a writer? (ET)

Lesson Essential Question(s):
 How do I organize information on my topic? (ET)
 What are ways to assure validity and reliability of my sources? (ET)
 How do I develop a thesis statement? (ET)
 How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in my informational writing? (ET)
 How do I avoid plagiarism? (ET)
 How do I deliver an effective oral presentation? (ET)

Lesson Essential Question(s):
 How is a rubric used in evaluating my essay? (A)
 How do I take my plan and put it into an essay format? (ET)
 How does word choice affect elaboration? (A)
 How do I use transitions to make my writing more effective? (ET)
 How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in an expository essay? (ET)

Vocabulary:
 dialogue, figurative language, complex character, realistic fiction, one-act play, poetry, suspense story

Vocabulary:
 primary sources, secondary sources, validity, reliability, thesis statement, copyright, plagiarism

Vocabulary:
 expository, prewrite, draft, revise, edit, publish, voice, rubric, organization, elaboration

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<p>Concept: December - Poetry</p> <p><u>LA.7.4.1.1</u>, <u>LA.7.4.1.2</u></p> <p>Short Story or Poem (minimum of six lines)</p> <ul style="list-style-type: none"> Short story - for example, begin a story using one of the following as you main character: a waitress who likes her menus to rhyme, a policeman with ten cats, and a 13-year-old in the hospital. 	<p>Concept: January - Persuasive</p> <p><u>LA.7.3.1.1</u>, <u>LA.7.3.1.2</u>, <u>LA.7.3.1.3</u>, <u>LA.7.3.2.1</u>, <u>LA.7.3.2.2</u>, <u>LA.7.3.2.3</u>, <u>LA.7.3.3.1</u>, <u>LA.7.3.3.2</u>, <u>LA.7.3.3.3</u>, <u>LA.7.3.3.4</u>, <u>LA.7.3.4.2</u>, <u>LA.7.3.4.3</u>, <u>LA.7.3.4.1</u>, <u>LA.7.3.5.1</u>, <u>LA.7.3.5.2</u>, <u>LA.7.3.5.3</u>, <u>LA.7.4.3.1</u>, <u>LA.7.4.3.2</u></p> <ul style="list-style-type: none"> Full Process Persuasive Essay (Prewriting to First Draft to Revision to Publishing of Final Draft) 	<p>Concept: February - Narrative</p> <p><u>LA.7.4.1.1</u>, <u>LA.7.4.1.2</u></p> <p>Narrative Essay</p> <ul style="list-style-type: none"> For example, pretend that one morning you wake up and find yourself in a different country. Describe what happened. How did you get to the foreign country? Where are you? What do you do? Do you learn anything? Write a short story about your day in a different country. Use your imagination.
<p>Lesson Essential Question(s): What are the different ways to shape a poem? (A)</p> <p>How do I use punctuation, figurative language, and other creative writing techniques in my own poetry? (ET)</p> <p>Where and when can I seek to have my poetry published? (ET)</p> <p>How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in my poetry? (ET)</p> <p>How do I create a rhythm or cadence when writing poetry? (A)</p>	<p>Lesson Essential Question(s): What are the parts of a persuasive essay? (A)</p> <p>How do I choose which side of an argument to write about? (A)</p> <p>What are the different persuasive techniques to use? (A)</p> <p>How does the audience determine the choice of persuasive techniques to use? (ET)</p> <p>Is my argument supported by valid, logical reasoning? (A)</p> <p>How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in a persuasive essay? (ET)</p>	<p>Lesson Essential Question(s): How do I create an engaging plot through the use of complex characters? (A)</p> <p>How do I create an engaging plot through the use of complex characters? (ET)</p> <p>How do I effectively use vivid details to create a visual scene for the reader? (ET)</p> <p>What forms of figurative language did I use to hook my reader? (A)</p> <p>Which form of figurative language will best serve my purpose? (A)</p> <p>How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in a narrative essay? (ET)</p> <p>How can analyzing the techniques of professional authors help me to better express myself as a writer? (ET)</p>
<p>Vocabulary: cadence, pacing</p>	<p>Vocabulary: persuasive, convince, argument, counterargument, appeal</p>	<p>Vocabulary: narrative</p>

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<p>Concept: March/April - Informational Writing</p> <p>LA.7.4.2.1, LA.7.4.2.2, LA.7.4.2.3, LA.7.4.2.4, LA.7.4.2.5, LA.7.3.1.1, LA.7.3.1.2, LA.7.3.1.3, LA.7.3.2.1, LA.7.3.2.2, LA.7.3.2.3, LA.7.3.3.1, LA.7.3.3.2, LA.7.3.3.3, LA.7.3.3.4, LA.7.3.4.2, LA.7.3.4.3, LA.7.3.4.1, LA.7.3.5.1, LA.7.3.5.2, LA.7.3.5.3</p> <ul style="list-style-type: none"> Full Process Expository Essay (Prewriting to First Draft to Revision to Publishing of Final Draft) 	<p>Concept: May - Work-Related Text</p> <p>LA.7.4.1.1, LA.7.4.1.2</p> <p>Work-related text, which would include such documents as memos, e-mails, correspondence, project plans, work orders, proposals, resume, bios, abstracts, Web pages, or talking points.</p> <ul style="list-style-type: none"> For example, write a proposal to the principal for new lockers, assuming information the principal knows and providing what he or she does not know. 	<p>Concept:</p>
<p>Lesson Essential Question(s): What are the various types of informational writing? (A)</p> <p>How do I use informational text to explain steps in a process? (ET)</p> <p>How does the audience influence writing style (formal vs. informal)? (ET)</p> <p>How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in informational writing? (ET)</p>	<p>Lesson Essential Question(s): How do I use figurative language and descriptions effectively in my writing? (ET)</p> <p>What different ways can I write to express myself? (ET)</p> <p>How do I effectively use the five steps of the writing process (prewrite, draft, edit, revise, publish) in creative writing? (ET)</p> <p>How does the audience influence the writing style (formal vs. informal)? (A)</p> <p>How can analyzing the techniques of professional authors help me to better express myself as a writer? (ET)</p>	<p>Lesson Essential Question(s): (A)</p>
<p>Vocabulary: cause and effect, sequence, chronological, cardinal, ordinal, legend</p>	<p>Vocabulary: see vocabulary for August/September</p>	<p>Vocabulary:</p>

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Additional Information:**Teachers are encouraged to model how to use the above mentioned strategies.****Types of Introductions:** Provide background, share an anecdote, outline a problem, explain an issue, present a situation, offer a definition, ask a question, use an extended example, present a quotation, make a comparison, provide statistics, describe a mystery**Frequently used forms for body paragraphs:** chronological order; cause and effect order; order of importance; comparison/contrast**Collaborative Writing** involves peers writing as a team, in one approach, a higher student is assigned to be the Helper and a lower achieving student is assigned to be the Writer. The students are instructed to work as partners on a writing task. The Helper student assists the Writer student with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product. Through the intervention, the teacher's role is to monitor, prompt, and praise the students, and address their concerns**Varieties of Support:** Comparisons, appeals to authority, appeals to audience needs and values; address the counterargument; highly logical, personally experienced facts, statistics, determine and support probable effects**General patterns for a conclusion:** Move from a specific argument to a statement of the argument's broader significance; suggest future directions or effects of the plan; raise related issues, but no new argument**Sentence-combining** instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence

- Combining smaller related sentences into a compound sentence using the conjunctions *and*, *but*, and *because*
- Embedding an adjective or adverb from one sentence into another
- Creating complex sentences by embedding an adverbial and adjectival clause from one sentence into another
- Making multiple embeddings involving adjectives, adverbs, adverbial clauses, and adjectival clauses

Teaching grammar can best be done in the context of writing. This is why you will find both the Writer's Craft Map and the Language Conventions Map set up on a month to month focus. Both units are ongoing in the Language Arts classroom; however, small units of study can be covered successfully as well.

BK English & Supplements

Dictionaries

Shurley Grammar

Prentice Hall

Attached Document(s):

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Concept: August/September - Creative Writing

dialogue - conversation between characters in a drama or narrative

figurative language - writing or speech that is not meant to be taken literally; figures of speech

complex character - a well-developed, round character

realistic fiction - stories based on real life events

one-act play - a short play consisting of one act

poetry - literature consisting of concise, musical, and emotionally charged language

suspense story - a story that creates excitement and anticipation regarding an outcome

Concept: October - Research

primary sources - a primary source provides direct or firsthand evidence about an event, object, person or work of art.; (ex. audio recordings, video recordings, journals, letters and diaries, speeches, autobiographies and memoirs)

secondary sources - a secondary source contains information that has been interpreted, commented, analyzed or processed by someone other than the original person; (ex. biographical works; commentaries; dictionaries and encyclopedias)

validity - containing premises from which the conclusion may logically be derived

reliability - dependability

thesis statement - a brief sentence presenting the main point of a persuasive writing, usually in the introductory paragraph

copyright - the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of the created work

plagiarism - using another person's ideas or creative work without giving credit to that person

Concept: November - Expository

expository - writing that explains an idea and informs the reader

prewrite - the first stage of the writing process - the planning stage of writing

draft - the second stage of the writing process - an early version of a written work

revise - the third stage of the writing process -- to change a piece of writing in order to improve it in style or content. Distinct from editing, revising often involves restructuring a piece.

edit - the fourth stage of the writing process - to replace or delete words, phrases, and sentences that sound awkward or confusing, and correct errors in spelling, usage, mechanics, and grammar

publish - the fifth stage of the writing process --to make information available and distribute it to the public

voice - the personality, style or tone of either written or spoken communication

rubric - a guide for judgment or scoring, a description of expectations

organization - the order in which a writer chooses to present his or her ideas to the reader

elaboration - adding more detail and specificity in the exposition of a particular idea

Concept: December - Poetry

cadence - a rising and falling of the rhythms of speech in a poem

pacing - the movement of a literary piece from one point or one section to another

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Concept: January - Persuasive

persuasive - writing that moves the reader by argument or entreaty to a belief or position

convince - to make someone believe or feel sure about something, especially by using logic, argument or evidence

argument - a discussion in which reasons are represented for and against some proposition or proposal

counterargument - an argument offered in opposition to another argument

appeal - writing that interests or pleases or stimulates

Concept: February - Narrative

narrative - the telling of a plot or story

Concept: March/April - Informational Writing

cause and effect - an organizational pattern in which a writer first presents a reason or motive or basis and then presents its result or consequence

sequence - serial arrangement in which things follow in logical order or recurrent pattern

chronological - arranged in order of occurrence

cardinal - the four main points of the compass: north, east, south, west.

ordinal - an intermediate direction or ordinal direction is one of the four compass directions located halfway between the cardinal directions: northeast, southeast, southwest, and northwest

legend - a key to what the symbols or pictures in a map mean

Concept: May - Work-Related Text

see vocabulary for August/September -