

7<sup>th</sup> Grade Writing  
Curriculum Map  
2026-2027  
Cassity Maas

UNIT #1: Parts of Speech	TIME FRAME: August - December
<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>• 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>• 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ 7.L.2.a Use a comma to separate coordinate adjectives.</li> <li>○ 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.</li> </ul> </li> <li>• 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>○ 7.L.4.a Use context to determine the meaning of a word or phrase.</li> <li>○ 7.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.</li> <li>○ 7.L.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>○ 7.L.4.d Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> </li> <li>• 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ 7.L.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each word.</li> <li>○ 7.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ul> </li> <li>• 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases. <ul style="list-style-type: none"> <li>○ 7.L.6.a Research words and gather vocabulary knowledge.</li> <li>○ 7.L.6.b Apply knowledge of vocabulary to reading, writing, speaking, and listening.</li> </ul> </li> <li>• 7.W.3. Write narratives and other creative texts develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.</li> <li>• 7.W.5 Develop and strengthen writing as needed. <ul style="list-style-type: none"> <li>○ 7.W.5.a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.</li> <li>○ 7.W.5.c Use guidance and support from peers, adults, and digital tools.</li> </ul> </li> <li>• 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</li> <li>• 7.SL.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. <ul style="list-style-type: none"> <li>○ 7.SL.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 respond, probe, and reflect on ideas under discussion.</li> </ul> </li> </ul>	

- 7.SL.1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.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.
- 7.SL.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How does understanding and utilizing the 8 parts of speech improve student writing?

**INSTRUCTION RELEVANCE:**

To write at grade-level and beyond, students must understand and utilize the 8 parts of speech.

<p style="text-align: center;"><b>CLASSROOM ENVIRONMENT:</b></p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;"><b>LESSON PROCESS:</b></p> <p>Throughout the lesson, students proof-read paragraphs for grammar practice, annotate notes for content understanding, complete worksheets for content assessment, reference word lists for vocabulary acquisition, and compose narratives for writing process practice.</p>	<p style="text-align: center;"><b>ASSIGNMENT DIFFERENTIATION:</b></p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, shortened worksheets and words lists, and alternative settings and extended times on quizzes and tests.</p>
<p style="text-align: center;"><b>PRIOR KNOWLEDGE:</b></p> <p>Students had prior knowledge of proof-reading marks and mechanics, parts of speech, vocabulary affixes and roots, and the writing process.</p>	<p style="text-align: center;"><b>ACQUIRED VOCABULARY:</b></p> <p>nouns pronouns adjectives verbs adverbs prepositions conjunctions interjections</p>	<p style="text-align: center;"><b>ASSESSMENT TYPES:</b></p> <p>paragraph editing textbook worksheets vocabulary packets free writes</p>

<p><b>UNIT #2:</b> Sentence Fluency</p>	<p><b>TIME FRAME:</b> January - April</p>
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**STANDARDS COVERED:**

- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
  - 7.L.1.a Explain the function of phrases and clauses in general and their function in specific sentences.
  - 7.L.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - 7.L.1.c Place phrases and clauses within a sentence.
  - 7.L.1.d Recognize and correct misplaced and dangling modifiers.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 7.L.2.b Use commas and semicolons appropriately in compound and complex sentence structure.
- 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - 7.L.4.a Use context to determine the meaning of a word or phrase.
  - 7.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.
  - 7.L.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - 7.L.4.d Verify the preliminary determination of the meaning of a word or phrase.
- 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - 7.L.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each word.
  - 7.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions).
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
  - 7.L.6.a Research words and gather vocabulary knowledge.
  - 7.L.6.b Apply knowledge of vocabulary to reading, writing, speaking, and listening.
- 7.W.3. Write narratives and other creative texts develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.5 Develop and strengthen writing as needed.
  - 7.W.5.a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.
  - 7.W.5.c Use guidance and support from peers, adults, and digital tools.
- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 7.SL.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.
  - 7.SL.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 respond, probe, and reflect on ideas under discussion.
  - 7.SL.1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 7.SL.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.
  - 7.SL.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
  - 7.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How does varying sentence structures (e.g., words, phrases, clauses, etc.) improve student writing?

**INSTRUCTION RELEVANCE:**

To write at grade-level and beyond, students must vary sentence structures.

<p><b>CLASSROOM ENVIRONMENT:</b></p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p><b>LESSON PROCESS:</b></p> <p>Throughout the lesson, students proof-read paragraphs for grammar practice, annotate notes for content understanding, complete worksheets for content assessment, reference word lists for vocabulary acquisition, and compose narratives for writing process practice.</p>	<p><b>ASSIGNMENT DIFFERENTIATION:</b></p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, shortened worksheets and words lists, and alternative settings and extended times on quizzes and tests.</p>
<p><b>PRIOR KNOWLEDGE:</b></p> <p>Students had prior knowledge of proof-reading marks and mechanics, sentence structures, vocabulary affixes and roots, and the writing process.</p>	<p><b>ACQUIRED VOCABULARY:</b></p> <p>subjects &amp; predicates  direct &amp; indirect objects  phrases &amp; clauses  dependent &amp; independent  declarative, exclamatory, imperative, &amp; interrogative  simple, compound, complex, &amp; compound complex  fragments &amp; run-ons</p>	<p><b>ASSESSMENT TYPES:</b></p> <p>paragraph editing  textbook worksheets  vocabulary packets  free writes</p>

<p><b>UNIT #3:</b></p> <p>All About Me Kahoot</p>	<p><b>TIME FRAME:</b></p> <p>May</p>
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**STANDARDS COVERED:**

- 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 7.L.2.c Spell correctly; recognizing that some words have commonly accepted variations; consult references as needed.
- 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - 7.L.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
  - 7.L.3.b Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - 7.L.3.c Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
- 7.L.6 Acquire and use grade-appropriate general academic and domain-specific words and phrases.
  - 7.L.6.a Research words and gather vocabulary knowledge.
  - 7.L.6.b Apply knowledge of vocabulary to reading, writing, speaking, and listening.
- 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - 7.W.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, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

- 7.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 7.W.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 7.W.2.e Establish and maintain a formal style.
- 7.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 7.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 7.W.5 Develop and strengthen writing as needed.
  - 7.W.5.a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.
  - 7.W.5.b Focus on how well purpose and audience have been addressed.
  - 7.W.5.c Use guidance and support from peers, adults, and digital tools.
- 7.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
  - 7.W.6.b Interact and collaborate with others.
  - 7.W.6.c Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 7.SL.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.
  - 7.SL.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 respond, probe, and reflect on ideas under discussion.
  - 7.SL.1.b Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 7.SL.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.
  - 7.SL.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
  - 7.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.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.
- 7.SL.4 Present claims and findings appropriate to the purpose and audience.
  - 7.SL.4.a Include pertinent descriptions, facts, details, and examples.
  - 7.SL.4.b Use appropriate eye contact, adequate volume, and clear pronunciation.
  - 7.SL.4.c Emphasize salient points in a focused, coherent manner.
- 7.SL.5 Include relevant multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How can preparing and presenting familiar topics ease speech anxiety?

**INSTRUCTION RELEVANCE:**

To communicate at grade-level and beyond, students must reduce speech anxiety.

<p><b>CLASSROOM ENVIRONMENT:</b> The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p><b>LESSON PROCESS:</b> Throughout the lesson, students submit surveys and watch videos to assess and ease their speech anxiety, annotate notes for content understanding, and create and play Kahoots for multimedia presentations.</p>	<p><b>ASSIGNMENT DIFFERENTIATION:</b> Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive paper-based surveys, guided notes, and alternative settings and extended times on multimedia making.</p>
<p><b>PRIOR KNOWLEDGE:</b> Students had prior knowledge of opinion-based reflection questions, multimedia settings and contents, and the writing and speaking process.</p>	<p><b>ACQUIRED VOCABULARY:</b> speech anxiety brainstorming &amp; drafting self-, peer-, &amp; teacher-conferencing editing &amp; revising publishing &amp; presenting</p>	<p><b>ASSESSMENT TYPES:</b> survey forms multimedia Kahoots</p>