

Unit 1: Writing Process		Time: January
Standards Taught		
<ul style="list-style-type: none"> • 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.3 Write narratives and other creative texts to 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, and style are appropriate to task, purpose, and audience. • 7.W.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; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting. • 7.RI.2 Determine two or more central ideas in a text. • 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.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. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up with tables and individual and group work is used. Discussions are used frequently.</i>	<i>To learn the writing process students will complete:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know how to write good paragraphs.</i>	<i>Writing process Audience Main ideas Paragraph Active voice</i>	<i>Writing a well written paragraph.</i>
Reflection: <i>This unit was a good review of the writing process.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What are the steps to the writing process?</i> • <i>Why is your audience important in writing?</i> • <i>How do you find the main ideas and details?</i> • <i>How do you write a paragraph?</i> • <i>What is active and passive voice?</i> • <i>Why is it important to write in active voice?</i> 	
Relevance	In order to write well, students must understand the steps of the writing process.	

Unit 2: Writing a Story		Time: January-February
Standards Taught		
<ul style="list-style-type: none"> • 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.3 Write narratives and other creative texts to 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, and style are appropriate to task, purpose, and audience. • 7.W.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; 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.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. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up with tables and individual and group work is used. Discussions are used frequently.</i>	<i>To learn the writing process students will complete:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Writing assessment</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know how to write good paragraphs.</i>	<i>Sensory details Descriptive writing Personal narrative Sequencing Setting Characters Dialogue Point of view</i>	<i>Students will use the writing process to write a narrative story.</i>
Reflection: <i>This unit was a good practice of the use of personal narrative.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What are sensory details?</i> • <i>How do you describe something?</i> • <i>Why is the sequence of events important?</i> • <i>What are the parts of a fictional story?</i> 	

	<ul style="list-style-type: none">• <i>Why is the setting important in a story?</i>• <i>How do you describe characters?</i>• <i>Why is it important to write in active voice?</i>
Relevance	In order to write well, students must be able to write in a variety of styles.

Unit 3: Writing a Story		Time: February-March
Standards Taught		
<ul style="list-style-type: none"> • 7.W.1 Write arguments to support claims with clear reasons and relevant evidence • 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.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 7.W.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; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting. • 7.W.8 Gather relevant information from multiple print and digital sources. • 7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research • 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.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. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up with tables and individual and group work is used. Discussions are used frequently.</i>	<i>To learn the writing process students will complete:</i> <ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Writing assessment</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know how to write good paragraphs.</i>	<i>Spatial organization Comparisons Cause-and-effect Informational writing Quoting and paraphrasing Works cited Graphics and visual aids</i>	<i>Students will use skills from this unit to complete an informational writing.</i>
Reflection: <i>This unit was a good practice of informational writing.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>Why is spatial organization important?</i> • <i>How do you compare objects and characters?</i> • <i>Why is cause and effect important?</i> • <i>How do you write directions?</i> 	

	<ul style="list-style-type: none">• <i>Why are reliable sources important?</i>• <i>What is the difference between a quote and paraphrasing?</i>• <i>How do you take notes?</i>• <i>How do you use an outline?</i>• <i>Why is it important to cite sources correctly?</i>
Relevance	In order to write well, students must be able to write in a variety of styles.

Unit 4: Morris Glietzman Unit	Time: March- May	
Standards Taught		
<ul style="list-style-type: none"> • 7.W.1 Write arguments to support claims with clear reasons and relevant evidence • 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.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 7.W.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; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting. • 7.W.8 Gather relevant information from multiple print and digital sources. • 7.W.9 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research • 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.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.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • 7.RI.2 Determine two or more central ideas in a text. • 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • 7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choice affects meaning and tone. • 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her viewpoint from that of others. • 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up with tables and individual and group work is used. Discussions are used frequently.</i>	<ul style="list-style-type: none"> • <i>Students will read books and answer questions, have class discussions and write their own reflections about events in the text and historical events</i>

Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know how to write good paragraphs.</i>	<i>Spatial organization Comparisons Cause-and-effect</i>	<i>Students will use skills from this unit to complete an informational writing.</i>
Reflection: <i>This unit included three texts with historical and modern day events in a fictional story. The students also discussed historical events and wrote reflections of events.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>Why is it important to read historical fiction?</i> • <i>What is the theme for each chapter and why is that important to the story?</i> • <i>How can we learn from inaccurate judgements?</i> • <i>Why is it important to learn from our history?</i> • <i>Why is respect for the rights of other people important?</i> 	
Relevance	Students must understand history and be able to have empathy for others so we do not repeat the mistakes of the past.	