



Grade 7- Unit 1 Writing- Launching Writer's Workshop with Memoir

Unit Focus

This launch unit establishes motivation and engagement in writing as the teacher models and encourages students to take responsibility for gathering topics, setting goals and taking risks in writing. An emphasis will be on the importance of examining ideas that are important and interesting and imagining a variety of ways to write about them.

Seventh grade students are experienced narrative writers. They've explored personal narrative, personal essay, short stories, realistic fiction and mystery writing in workshop. They use dialogue, description, and actions to build internal and external characters and set the mood, pace and tone of a piece. Teachers will build on the important theme work readers and writers have done to introduce them to planning and writing a memoir with a specific audience, purpose, and message in mind. Writers will also work with partners to set goals and reflect together using checklists and mentor writing.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts: 7</i> <i>919353 Writing</i> <i>CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.7.3.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. • CCSS.ELA-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • CCSS.ELA-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • CCSS.ELA-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • CCSS.ELA-LITERACY.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to pursue in future writing (Perseverance, Reflection)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p> <p>T3 Use the work of admired mentor authors to set goals. (Design, Reflection)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p>Q1 In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</p> <p>Q2 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p> <p>Q3 Why do readers and writers use a process to plan and revise their work?</p> <p>Q4 How and why do narrative writers use elaboration to invite readers right into their work?</p> <p>Q5 How do writers improve their work?</p>
ACQUISITION OF KNOWLEDGE AND SKILL		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	KNOWLEDGE	SKILLS
<p><i>919371 Language</i> <i>CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.7.2.A Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). • CCSS.ELA-LITERACY.L.7.2.B Spell correctly. <p>Student Growth and Development 21st Century Capacities Matrix <i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Design: Students will be able to engage in an appropriate process to refine their product. <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). 	<p>K1 <u>Content Vocabulary</u>: seed, territory, first person, audience, purpose, message, stamina, volume, writing process, drafting, revising, editing, publishing, territory, first person, internal character development, mood, resolution, setting, metaphor, simile, tension, mentor author, audience, purpose, message.</p> <p>K2 Writers set up their notebooks for revision and growth.</p> <p>K3 Narrative text structures: narrator, characters, conflict, lesson or message.</p> <p>K4 Punctuation and grammar rules.</p> <p>K5 <u>Foundations Vocabulary</u>: phrases, clauses (dependent and independent); <u>coordinate adjectives</u></p>	<p>S1 Mapping a writing territory.</p> <p>S2 Writing grammatically correct sentences.</p> <p>S3 Varying sentence structure.</p> <p>S4 Using figurative language.</p> <p>S5 Punctuating dialogue.</p> <p>S6 Using apostrophes accurately to indicate possession.</p> <p>S7 Using content vocabulary to set goals for and reflect on their writing.</p> <p>S8 Giving and receiving feedback for growth.</p> <p>S9 Using description to create a scene</p> <p>S10 Developing characters internally and externally</p> <p>S11 Transitioning between scenes</p> <p>S12 Organizing writing with paragraphs</p> <p>S13 Using content vocabulary to set goals for and reflect on their writing</p>