



Grade 7- Unit 2 Writing- Writing About Reading - The Literary Essay

Unit Focus
<p>Students will be writing about their reading to build stamina and connect the thinking they do about specific texts to larger, life-lessons. This practice transfers to the literary essay writing students will be doing in this unit. Students will be taught how to develop strong claims about the texts they are reading. Individual and small group conferences will be conducted in response to students' needs in order to improve their writing skills. They will be producing a variety of writing with message, audience, and purpose in mind. Finally, students will publish a final theme-based literary essay.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		
ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts: 7</i> <i>919332 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>919353 Writing</i> • CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) • CCSS.ELA-LITERACY.W.7.6 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, including linking to and citing sources. <i>CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</i> • CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • CCSS.ELA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 	<p>T1 Engage in the writing process to plan and refine their product.</p> <p>T2 Generate and capture ideas to pursue in future writing</p> <p>T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</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>U3 Writers design, refine, and prove a thesis that engages readers and provides a roadmap for the reader and the writer.</p>	<p>Q1 How do I make my ideas come alive through powerful descriptions, use of evidence, and other appropriate techniques?</p> <p>Q2 Why do readers and writers use a process to plan and revise their work?</p> <p>Q3 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?</p> <p>Q4 Literary Essay Focus: How do I create and refine a thesis to organize and drive my writing?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 Essayists avoid first person.</p> <p>K2 Essayists take an argument, analysis stance.</p> <p>K3 <u>Content Vocabulary</u>: argument, persuasion, claim, counterclaim,</p>	<p>S1 elaborating on important points by including details in their writing.</p> <p>S2 citing evidence by incorporating specific details and examples, as well as direct excerpts from the text.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- CCSS.ELA-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.
919371 Language
CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.
- CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- Design: Students will be able to engage in an appropriate process to refine their product.

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

thesis, story context, excerpt, passage, paraphrase
K4 Grammar Vocabulary: run-on sentences, fragments, clause, simple/compound/complex sentences, coordinate adjectives

- S3 revising a draft with the help of a literary essay checklist
- S4 writing topic and closing sentences to orient the reader
- S5 writing a conclusion that strengthens the overall argument
- S6 ranking evidence to identify the best support for arguments.
- S7 using transitional phrases to introduce excerpts and guide the reader through the piece
- S8 writing simple compound and complex sentences with grammatical accuracy
- S9 recognizing and correcting misplaced and dangling modifiers.
- S10 using the conventions of standard English capitalization, punctuation, and spelling
- S11 using a comma to separate coordinate adjectives.
- S12 choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy