

Southern Lehigh Middle School

7th Grade Language Arts Curriculum

Written by Ricki Stein and Krista Sterner

7th Grade Language Arts Chronological List of Units
and Elements for Curriculum

1. General Overview - Types of Writing
2. Free Write (where time permits throughout the year)
3. Grammar
4. Vocabulary
5. Autobiography and Character Essay Unit
6. Journalism Unit
7. Tall Tale Unit
8. One-Act Play Unit
9. Narrative-Descriptive: When Life Gives You Lemons Unit
10. Persuasive Unit
11. Poetry Unit
12. Technical Writing Unit

Grade 7 (Subject) Language Arts

(Goal Area) Overview - Year Long - Types of Writing

Pennsylvania Academic Standards:

1.4.8 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will learn, understand and utilize a variety of writing styles (narrative,

reflective, informational, persuasive, descriptive) and strategies to communicate and

think.

Overarching and Essential Questions:

How and why are different styles of writing used in the world?

How can I become an efficient writer so that I can feel confident attacking any writing

assignment?

Assessments: Performance Tasks, Projects

Writing Assignments, including:

- Short stories, poems, plays (narrative)
 - Informational pieces
 - Persuasive pieces
 - Computer projects
 - Oral presentations
-

Assessments: Quizzes, Tests and Academic Prompts

Quizzes

Tests (including midterm and final)

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Teacher observation

Teacher-student conferences

Peer-editing

Self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The Write Traits:

- Ideas and Content
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

Students will be able to do . . . (targeted skills):

Write short stories, poems and plays with:

- Dialogue, literary conflict, characterization, setting, plot, theme, point of view,

style, alliteration, personification, simile, detail

Write informational pieces and technical manuals with:

- Cause and effect; problem/solution appropriate to topic; instructions; essays;

interviews; introductions; body; conclusions; transitions; relevant graphics

Write persuasive pieces with:

- Facts; opinions; research; slice of life scenarios; surveys; specific and

supporting detail and examples

Narrow topics

Employ various organizational methods

Employ conventions with emphasis on editing

Teaching and learning experiences:

Journalism with inclusive multi-genre stories, including:

- News, feature, letters to editor, editorials, political cartoons, sports, classified

and retail ads

Multi-paragraph stories by topics, including

Character, autobiography, tall tales, persuasive business letters, PSSA style prompts,

Technical manuals - research existing materials, create personal manuals

Poetry

Plays

Vocabulary

Grammar

Materials and Resources:

Teacher rubrics and tip sheets

Prentice Hall Writing and Grammar Communication in Action (Bronze Level)

Vocabulary Workshop (Jerome Shostak) Level B

Writing for Teens magazine

Time for Kids magazine

Computer Lab

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can create tip sheets for other students to help with writing.

Students can write stories on self-selected topics.

Students can create computer products with writing pieces

Time:

All Year

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing - Free Write

Pennsylvania Academic Standards:

1.4.9 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will learn to write to inspire readers to think and feel entertained.

Students will learn that writing can help them remember experiences, record

observations and express emotions.

Overarching and Essential Questions:

How can writing help me understand the world around me in microcosm and macrocosm?

Why is it all right sometimes to tell a good tale and share a good laugh?

Why is it important to develop voice in my writing?

Assessments: Performance Tasks, Projects

- Writing Assignments
 - Reading Assignments
 - Computer projects
 - Oral presentation
-

Assessments: Quizzes, Tests and Academic Prompts

Brainstorming

Written stories

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Written stories

Teacher observation

Teacher-student conferences

Peer-editing

Student self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The 5Ws

The Write Traits:

- Ideas and Content

- Organization

- Voice

- Word Choice

- Sentence Fluency

- Conventions

How to add literary elements to their writing

How to add voice to their writing

How to revise their work with strong vocabulary and conventions

Students will be able to do . . . (targeted skills):

Write interesting stories

Share stories with peers

Respond appropriately as an audience

Write strong introductions and conclusions

Add voice to stories

Revise and edit stories to reduce passive verbs, add strong vocabulary and conventions

Teaching and learning experiences:

- Pre-writing charts of 6 senses

- Pre-writing 8-block chart to brainstorm detail

• Photographs collected from personal collections, magazines, etc.

• Mini lessons:

Idioms, voice, grammar, vocabulary, introductions,
conclusions, titles, limiting passive verbs

• Editing - self-editing checklist chart

• Teacher conferences

Materials and Resources:

Idioms, by Scholastic

Teacher rubrics and tip sheets

Student editing check list and red pens

Computer Lab

Student and teacher models/samples

Accommodations:

Additional time as needed

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can write stories on self-selected topics and additional stories
as inspired!

Students will reflect on their writing, what they learned and offer
feedback to teacher.

Time:

One week, interspersed as needed, where time permits throughout the year

Grade 7 Language Arts

Unit: Grammar

Pennsylvania Academic Standards:

1.4.8 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will demonstrate knowledge of language conventions through use in writing and speaking.

Overarching and Essential Questions:

How do I know if I am using proper language convention when writing and speaking?

Assessments: Performance Tasks, Projects

Writing assignments

Assessments: Quizzes, Tests and Academic Prompts

- Quizzes

- Tests

- Homework handouts

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

- Teacher observation

- Peer-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

- Parts of speech
 - Parts of a sentence
 - Kinds of sentences
 - Sentence structures
 - Punctuation
 - Quotations
 - Bibliographic notation
-

Students will be able to do . . . (targeted skills):

- Identify and apply proper use of nouns (subjects, objects, appositives), pronouns, verbs [action, passive; person; voices; tenses]; adjectives, adverbs, prepositions (use of phrases), conjunctions in writing and speaking.

- Identify and apply proper use of compound and complex (rigorous) sentence

structures in writing and speaking.

- Identify and apply different kinds of sentences while writing and speaking.

- Identify and apply proper use of punctuation in writing, including: end marks,

commas in a series, dates and addresses, possessive apostrophes, plural apostrophes, commas to set off interruptions, interjections, introductory clauses,

compound sentences, semicolon, colon (rigorous), quotation marks.

- Identify and apply proper use of bibliographic notation for: books, magazine

titles, and newspapers - underline or italicize.

Teaching and learning experiences:

- Students will review the parts of speech and identify and use them correctly in

their writing.

- Students will learn phrases; they will identify and use them correctly in their

writing.

- Within each unit, students will use the proper conventions in their writing.

- Students will be asked to revise sentences and paragraphs and incorporate

proper grammar to enhance the work.

- Students will look at professionally published writing and poetry to see how

conventions are used within various works.

Materials and Resources:

- Prentice Hall-Writing and Grammar Bronze Level
 - Handouts
-

- Study Guides

- Teacher tip sheets

Accommodations:

- Teacher-Student conferences
 - Additional assignments for support and understanding of unit.
 - Additional time on assessments as needed.
 - Study guides as needed.
-

Enrichments:

- Peer-tutoring
-

Time: Mini-lessons throughout the course of the entire school year, in conjunction with

writing assignments with special emphasis on editing.

Grade 7 Language Arts

Unit: Vocabulary

Pennsylvania Academic Standards:

1.4.8 ABCD Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will demonstrate knowledge of vocabulary through use in writing and

speaking.

Overarching and Essential Questions:

How can I use more specific, sophisticated words in my writing and speaking?

Assessments: Performance Tasks, Projects

Writing assignments

Assessments: Quizzes, Tests and Academic Prompts

- Quizzes

- Tests

- Homework handouts

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

- Teacher observation

- Peer-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

- Parts of speech

- Definitions

- Common usage

- Idiomatic expressions

- Passive verbs (to be)

Students will be able to do . . . (targeted skills):

- Comprehend and apply assigned lists of words in writing and speaking.

- Use appropriate, sophisticated word choice in writing assignments to create

well-developed ideas and content.

- Eliminate vague and excess words and replace with words appropriate and specific to the writing assignments.

- Identify and apply appropriate words to create voice in writing assignments.

- Identify and apply appropriate words to help with sentence fluency.

Teaching and learning experiences:

- Students will look up definitions for the words on lists.

- Students will write sentences using the words on the lists.

- Students will incorporate the words into their writing assignments.

- Students will look at professionally published writing to see how authors use

specific words.

- Students will play vocabulary games, including crossword puzzles, beach ball

pass-around, cheerleader spelling, Bingo, circle conversation, choral spelling,

callisthenic spelling (to involve visual, audio, kinesthetic, tactile learning

modalities).

Materials and Resources:

- Vocabulary Workshop Level B

- Idioms (Scholastic)

- Prentice Hall Writing and Grammar Bronze Level

- Handouts

- Study Guides

- Flash cards

- Dictionaries

- Thesaurus

- Word Wall

Accommodations:

- Teacher-Student conferences

- Additional assignments for support and understanding of unit.

- Additional time on assessments as needed.

- Study guides as needed.

Enrichments:

- Peer-tutoring

- \$20 word lists

Time: Mini-lessons throughout the course of the entire school year, in conjunction with

writing assignments, placing specific emphasis on reducing vague and
excess

words.

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing – Autobiography and Character Essay Unit

Pennsylvania Academic Standards:

1.4.8 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will learn, understand and write informational/descriptive stories

Overarching and Essential Questions:

Who am I, and what is important in my life?

What do I want the world to remember about me?

What are the most descriptive aspects of my character's personality?

What can I learn about myself and others by asking questions through interviews of key

people?

Assessments: Performance Tasks, Projects

- Writing Assignments

- Reading Assignments

- Computer projects

Assessments: Quizzes, Tests and Academic Prompts

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Teacher observation

Teacher-student conferences

Peer-editing and self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The Write Traits:

- Ideas and Content
 - Organization
 - Voice
 - Word Choice
 - Sentence Fluency
 - Conventions
-

Students will be able to do . . . (targeted skills):

Interview subjects

Employ various organizational methods

Write interesting introductions

Write anecdotes

Write interesting conclusions

Utilize appropriate vocabulary

Write, paragraph and punctuate direct quotes

Employ conventions

Teaching and learning experiences:

How to conduct an interview

How to write anecdotes

How to narrow the topic

Vocabulary

Grammar

Materials and Resources:

The Morning Call - Tuesday editions

Scholastic News

Time for Kids

Teacher rubrics and tip sheets

Computer Lab

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can prepare stories for SLMS newspaper, Tales from the Trails

Time:

Three weeks in September

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing - Journalism Unit

Pennsylvania Academic Standards:

1.4.10 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will learn, understand and utilize a variety of writing styles (narrative,

reflective, informational, persuasive, descriptive) used in newspapers.

Overarching and Essential Questions:

Why is it important to know what is going on in the world?

Why is it important to remain cognizant of current events?

How and why are different styles of writing used in newspapers and how can they help

me in all areas of writing and reading?

Assessments: Performance Tasks, Projects

- Writing Assignments

- Reading Assignments

- Computer projects

- Oral presentations

Assessments: Quizzes, Tests and Academic Prompts

Quizzes

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Teacher observation

Teacher-student conferences

Peer-editing

Student self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The 5Ws

The Write Traits:

- Ideas and Content

- Organization

- Voice

- Word Choice

- Sentence Fluency

- Conventions

The difference between fact and opinion

The importance of making deadlines

The media is a business

Students will be able to do . . . (targeted skills):

Write newspaper-style stories

Interview subjects

Employ various organizational methods

Employ conventions

Read newspapers, understand what kinds of stories run in each section and how those

can help them in their lives.

Teaching and learning experiences:

The basics of journalism in current times and in history

Writing with inclusive multi-genre stories, including:

- News, features, letters to editor, editorials, political cartoons, sports, classified

and retail ads, advice, etc.

Vocabulary

Grammar

Materials and Resources:

The Morning Call - Tuesday editions

The Morning Call - Special Edition (about newspaper production)

Scholastic News

Teacher rubrics and tip sheets

Computer Lab

Guest speakers

Capri Sun Video

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Rigorous students will create a personal newspaper on the computer, which includes all

of their stories and creative extras.

Students can write stories on self-selected topics.

Students will write a reflection of their learning and offer feedback to the teacher.

Time:

Mid September to end of first marking period

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing - Tall Tales Unit

Pennsylvania Academic Standards:

1.4.11 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will learn to distinguish between types of tales.

Students will learn that storytelling and writing can be entertaining and fun.

Students will learn figurative language.

Overarching and Essential Questions:

How can Tall Tales make poignant commentary about what is going on in the world?

Why is it all right sometimes to tell a good tale and share a good laugh?

Why is it important to understand figurative language?

Why is it important to develop your own voice in your storytelling?

Assessments: Performance Tasks, Projects

- Writing Assignments
 - Reading Assignments
 - Computer projects
 - Oral presentation
-

Assessments: Quizzes, Tests and Academic Prompts

Brainstorming

Written stories

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Teacher observation

Teacher-student conferences

Peer-editing

Student self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The 5Ws

The Write Traits:

- Ideas and Content

- Organization

- Voice

- Word Choice

- Sentence Fluency

- Conventions

The difference between fact and opinion

Several idiomatic expressions

The difference between reality and exaggeration (hyperbole)

How to add voice to their writing

How to revise their work with strong vocabulary and conventions

Students will be able to do . . . (targeted skills):

Write believable Tall Tales

Present believable Tall Tales

Respond appropriately as an audience

Write good introductions and conclusions

Add voice to their stories

Revise and edit stories to reduce passive verbs, add strong vocabulary and conventions

Teaching and learning experiences:

- T-chart discussion of background knowledge and the difference between Tall

Tales and other tales (fairy tales, fables, legends, etc.)

- Numerous read-aloud examples of Tall Tales
 - Students will share Tall Tales and assess each other's work with fun prizes
 - Idioms
 - Voice
 - Brainstorming
 - Introductions
 - Conclusions
 - Brainstorming Titles
 - Vocabulary, strong nouns and verbs and limiting passive verbs
 - Grammar, subjects and predicates
 - Editing - self-editing checklist chart
-

Materials and Resources:

Whoppers, Tall Tales and Other Lies by Alvin Schwartz

McGilligot's Pool by Dr. Seuss and CD Seussical the Musical

Idioms, by Scholastic Teacher rubrics and tip sheets

Student editing check list and red pens

Computer Lab

Previous student and teacher models/samples

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can write stories on self-selected topics and additional stories as inspired!

Students will write reflections of their writing, what they learned and offer feedback to

teacher.

Time:

Two weeks in November

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing—One-Act Play Unit

Pennsylvania Academic Standards:

1.4.8. A B C D Types of Writing

1.5.8. A B C D E F Quality of Writing

1.6.8. A B C D E F Speaking and Listening.

Essential Understandings:

Students will learn to distinguish between prose and script writing.

Students will learn that script writing reflects natural speech patterns.

Students will learn that collaborative writing requires cooperation and can produce

desirable results.

Students will learn that script writing can be entertaining and fun.

Students will learn that some of them have strengths in writing, others in performance.

Overarching and Essential Questions:

How can one-act plays make poignant commentary about what is going on in the world?

Why does the world care about dramatic stage presentations?

Why do students need to be able to stand up and present to an audience?

How can people display their voice through script writing and presentation?

Assessments: Performance Tasks, Projects

- Writing Assignment

- Reading Assignment

- Computer project

- Oral presentation

Assessments: Quizzes, Tests and Academic Prompts

Group work in:

- Brainstorming

- Decision making

- Written, computer-generated scripts

- Prop gathering

• Presentation

• Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Written scripts

Teacher observation

Teacher-student conferences

Peer-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The 5Ws

The Write Traits:

• Ideas and Content

• Organization

• Voice

• Word Choice

• Sentence Fluency

• Conventions

The difference between written and spoken language

Several idiomatic expressions

How to add voice to script writing and dramatic presentation

How to revise their work with conventions

Students will be able to do . . . (targeted skills):

Write fun, appropriate one-act plays

Present one-act plays

Respond appropriately as an audience

Add voice to their scripts

Revise and edit scripts to reflect group's style

Teaching and learning experiences:

-
- T-chart discussion of background knowledge
 - Read a sample one-act play
 - Script writing with stage directions, setting scenery and dialogue
 - Students will present one-act plays with simple props
 - Brainstorming
 - Introductions
 - Conclusions
 - Brainstorming Titles
 - Vocabulary appropriate to plays and particular audiences
 - Grammar, subjects and predicates
 - Editing - self editing checklist chart
-

Materials and Resources:

Sample one-act play

Tip Sheet providing background information on plays

Playwriting schedule

Teacher rubric and tip sheets

Computer Lab

Previous student and teacher models/samples

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can write additional one-act plays!

Students can videotape their play, and then present the video to the class.

Time:

Three weeks in December

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing—When Life Gives You Lemons Unit

Pennsylvania Academic Standards:

1.4.8. A B C D Types of Writing

1.5.8. A B C D E F Quality of Writing

1.6.8. A B C D E F Speaking and Listening

Essential Understandings:

Students will learn about Alexandra Scott, cancer victim.

Students will learn the meaning behind the idiom, “When life gives you lemons, make

lemonade.”

Students will learn that reflecting and writing about personal experiences can be

enlightening and fun.

Students will learn about interjections and transition words and their purpose in sentence

fluency.

Students will learn what passive verbs are and how to reduce them in their writing.

Overarching and Essential Questions:

How can we learn from others’ stories of overcoming adversity?

What can we learn about ourselves from reflecting on our own past hardships?

How can others’ acts of kindness inspire me?

Assessments: Performance Tasks, Projects

- Writing Assignment

- Reading Assignment

- Computer project

- Oral presentation

Assessments: Quizzes, Tests and Academic Prompts

- Brainstorming

• Writer's notebook

• Written story

• Peer-editing

• Student self-editing

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Written story

Teacher observation

Teacher-student conferences

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The 5Ws

The Write Traits:

• Ideas and Content

• Organization

• Voice

• Word Choice

• Sentence Fluency

• Conventions

The 6 senses

How to improve sentence fluency by sentence combining and alternate sentence

beginnings

How to minimize passive verbs (focus on using active verbs)

How to use interjections to add voice and emotion to their writing

How to revise their work with conventions

Students will be able to do . . . (targeted skills):

Write a story detailing how they made the best of a bad situation/experience.

Present detailed story

Respond appropriately as an audience

Add voice to their writing through the use of interjections

Revise and edit stories to reduce passive verbs, add strong vocabulary and conventions

Teaching and learning experiences:

- Research on Alexandra Scott
 - Video and discussion on Alex's life and work.
 - Brainstorming of personal experiences
 - 6 senses brainstorm (improved voice)
 - Different ways to start sentences
 - How to combine simple sentences to make more mature, complex sentences
 - Students find and recognize current newspaper stories as lemonade examples
 - Editing - self editing checklist chart
-

Materials and Resources:

Volvo video featuring Alexandra Scott

"About Alex's Lemonade Stand" handout

Teacher rubric and tip sheets on interjections and passive verbs

Student editing checklist and red pens

Computer Lab

Student and teacher models/samples

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one/ group conferences

Enrichments:

Students can research other individuals (like Alex) who have "made lemons out of lemonade."

Students can participate in coordinating other community philanthropic events

(including Alex's lemonade).

Time:

Three weeks in February

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing - Persuasive

Pennsylvania Academic Standards:

1.4.12 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will distinguish between story telling and persuasion.

Students will understand that persuasive writing can produce desired results.

Students will understand how pervasive advertising is in modern society and how

advertising is persuasive writing.

Students will understand how to format a business letter.

Students will understand how they can express themselves to appropriate audiences to

affect change.

Overarching and Essential Questions:

How can we select word choice to steer writing toward persuasion?

How can persuasive writing make poignant commentary about what is going on in the

world?

In what ways does advertising appear in everyday life?

How can I voice my opinion to address problems and make positive changes in the

world in relation to health and environmental issues?

How do I select the appropriate audience to receive my persuasion?

How can I express myself in sophisticated language and format to persuade people in

the real world to consider my opinion?

Assessments: Performance Tasks, Projects

- Writing Assignments
- Reading Assignments
- Computer projects
- Oral presentation

Assessments: Quizzes, Tests and Academic Prompts

Brainstorming, class discussions

Written letters

Magazine advertisements

Public Service Announcements (PSA)

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Written scripts

Teacher observation

Teacher-student conferences

Peer-editing

Student self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The Write Traits:

- Ideas and Content
 - Organization
 - Voice
 - Word Choice
 - Sentence Fluency
 - Conventions
-

The difference between fact and opinion

The difference between reality and exaggeration (hyperbole)

How advertising - overt, subliminal and logos - affects us

How to express opinion in a respectful manner in spoken and written communication

How to write slice-of-life scenarios as a persuasive technique

How to state three supporting facts

How to give credit simply to sources mentioned in letters

How to revise writing with strong, appropriate vocabulary, sentence fluency and

conventions

Students will be able to do . . . (targeted skills):

Write business letters

Identify advertising techniques

Create magazine ads

Create Public Service Announcements

Write persuasive business letters with strong introductions and conclusions

Revise and edit letters to reduce passive verbs, add strong vocabulary and conventions

Teaching and learning experiences:

- Group discussion to define persuasion and ways it affects our lives
 - Group discussion about advertising in the media
 - Examine wide variety of magazine advertisements and current PSA campaigns
-

for persuasive techniques

- Brainstorm health and environmental issues, companies and organizations
 - Introductions and Thesis statements
 - Slice-of-Life Scenarios
 - Giving credit to sources and supporting information
 - Conclusions
 - Vocabulary, strong nouns and verbs and limiting passive verbs
 - Editing - self-editing checklist chart
-

Materials and Resources:

Click Clack Moo by Doreen Cronin and Betsy Lewin (book and/or power point version)

Idioms, by Scholastic

Numerous kid-friendly magazines, including adult and teen versions of Sports

Illustrated, Vogue, Cosmopolitan, Prevention, Time. (Check bookstore for current

issues.) - Clip out advertisements.

T.V. commercials - discussion - video record current commercials at home as desired.

Teacher rubrics and tip sheets, including How to write Slice-of-Life scenarios and How

to Give Credit to Facts

List of advertising terms and techniques

Handout: What is a PSA?

Block Personal Letter format from Southern Lehigh High School business department

Time for Kids - use a current event.

Student editing check list and red pens

Computer Lab

Student and teacher models/samples

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can write additional letters to businesses

Students can address envelopes and submit letters to businesses (some will receive

responses!)

Students can produce PSAs for submission to current contests.

Students can videotape PSAs.

Time:

Four weeks in March.

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing—Poetry Unit

Pennsylvania Academic Standards:

1.4.8. A B C D Types of Writing

1.5.8. A B C D E F Quality of Writing

1.6.8. A B C D E F Speaking and Listening

Essential Understandings:

Students will learn that poetry does not need to rhyme.

Students will understand that poetry can tell a story and express an opinion or emotion.

Students will learn that writing poetry can be interesting and fun.

Students will learn the difference between writing standard prose and poetry.

Students will learn that poetry is a safe way to express emotions.

Students will understand that though they may not have previously enjoyed poetry, they

can learn to enjoy it.

Overarching and Essential Questions:

How can I use poetry to discover my personal and worldly concerns?

How can I use poetry to express my opinions and emotions?

What purpose does poetry serve in my life?

How is writing poetry different from writing standard prose?

Assessments: Performance Tasks, Projects

- Writing Assignment
 - Reading Assignment
 - Computer project
 - Oral presentation
-

Assessments: Quizzes, Tests and Academic Prompts

- Poetry book
 - Writer's notebook
-

• Daily poetry effort

• Presentation

• Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Poetry book

Teacher observation

Teacher-student conferences

Assessments: Student Self-Assessment

Students will write a reflection about the poetry experience and give the teacher

feedback.

Students will need to know . . . (targeted understandings):

The Write Traits:

• Ideas and Content

• Organization

• Voice

• Word Choice

• Sentence Fluency

• Conventions

Select literary devices

Select poetry terms

Students will be able to do . . . (targeted skills):

Discuss opinions and experiences in small groups

Write poems addressing various topics

Coordinate illustrations that visually support poem topics

Respond appropriately as an audience

Present select poems to classmates

Teaching and learning experiences:

- Anticipation guide (beliefs about poetry)
 - Read select poems
 - Listen to select music samples
 - Teacher modeling and samples
 - Brainstorming Titles
 - Writing magazine (A Poet's Toolbox)
 - Discussion on topics ranging from current events to hopes and dreams.
 - Creating a neighborhood poem
-

Materials and Resources:

Anticipation guide

Sample poems

Writing magazine

Song lyrics (connected to subject of discussion)

Teacher rubric and tip sheets

Computer Lab

Previous student and teacher models/samples

Accommodations:

Additional time as needed

Study guides

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can write additional poems.

Students can research poetry contest opportunities and submit their poetry.

Time:

Three weeks in April

Grade 7 (Subject) Language Arts

(Goal Area) Types of Writing - Technical Writing Unit

Pennsylvania Academic Standards:

1.4.13 A B C D Types of Writing

1.5.8 A B C D E F Quality of Writing

1.6.8 A B C D E F Speaking and Listening

Essential Understandings:

Students will distinguish between story telling and technical/informational writing.

Students will understand what content makes a good manual and a poor manual.

Students will understand that technical writing (directions) needs to be very precise,

specific and active so that readers obtain desired results.

Students will understand how disastrous results from unclear directions can lead to

lawsuits for companies

Students will understand how directions can be written for a wide variety of products

and activities.

Students will understand how technical writing is an industry in modern society and

how they can consider technical writing as a future career.

Students will understand how to create a technical manual.

Overarching and Essential Questions:

What words work best in writing clear directions?

What details should be included in a manual for the most effective results?

How can I break down activities I perform well into effective directions for a novice?

How can I use my creativity to produce an enticing, effective manual?

Who makes an appropriate audience for particular directions?

Do manual readers need background knowledge to effectively enact directions?

Assessments: Performance Tasks, Projects

- Writing Assignments
 - Reading Assignments
 - Computer projects
-

• Oral presentations

Assessments: Quizzes, Tests and Academic Prompts

Brainstorming, class discussions

Written directions

Technical manual - preferably computer generated

Homework

Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Peers and teacher test student directions!

Teacher observation

Teacher-student conferences

Peer-editing

Student self-editing

Assessments: Student Self-Assessment

Analysis and revision of student-created writing

Students will need to know . . . (targeted understandings):

The Write Traits:

• Ideas and Content

• Organization

• Voice

• Word Choice

• Sentence Fluency

• Conventions

The difference between directions that work and directions that do not work

How to clarify directions

How to organize directions

How to write safety disclaimers and precautions

How to write trouble shooting information

How to create a warrant

How to write an opening statement of objective

How to label illustrations

How to create a neat and inviting manual

How to revise writing with clear, appropriate vocabulary, sentence fluency and

conventions

Students will be able to do . . . (targeted skills):

Follow directions

Write clear directions

Create inviting manuals on the computer

Revise and edit manuals to reduce passive verbs, add strong vocabulary and conventions

Teaching and learning experiences:

- Following multi-step directions game
 - Tying shoes, writing directions about how to tie shoes
 - Teacher product demonstration - students write directions, then create a manual
 - Brainstorm, class discussion about student activities suitable for manual
-

directions

- Students will test each other's directions
 - Class discussion about when and where humor is appropriate in writing directions.
 - Vocabulary, strong nouns and verbs and limiting passive verbs
 - Editing - self editing, peer editing and teacher-student conferences
-

Materials and Resources:

Professional manuals students bring from home, reflecting a wide variety of topics

Teacher rubric and tip sheets, including vocabulary list of manual-usable words; multistep

directions

Materials for product demonstration

Shoes with shoelaces

Student editing check list and red pens

Computer Lab

Student and teacher models/samples

Accommodations:

Additional time as needed

Adapted assignments as needed

Extra practice assignments as needed

One-on-one conferences

Enrichments:

Students can make additional manuals

Students can analyze additional manuals

Students can write to companies to critique their manuals

Students can videotape their demonstrations of their directions

Students will write reflections on their learning and offer feedback to teacher

Time:

Three weeks from mid-May to June
