

Curriculum Map: Writing

Grade Level (s) 7/8, Expository - Essays One and Two

Time Line	Standards-P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
<p><u>August</u> First day through the fifth week</p>	<p>EXPOSITORY WRITING</p> <p>Strand 1 Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p>	<p>Writing activities take up most of the first quarter and come in many forms as students learn the essay structure. The description below, however, mainly describes the essay writing process. Bold points are emphasized elements for that particular assignment.</p> <p>Pre-write – Brainstorm whole class and individually, think pair share, free write, memory idea list, students pick one at a time and write one body paragraph a night</p> <p>Drafting - four square, outline, thesis statement clarified listing BP topics in order – first essay has two BPs only</p>	<ul style="list-style-type: none"> - List of possible topics - Overhead - Ideas for daily revision for BPs written at home - Samples - Graphic organizers - Thesis samples with BP match up 	<ul style="list-style-type: none"> - Teacher observation - Tickets Out (students write one sentence using a certain technique on a ticket to get out the door) - Rough draft editing (whole class, pairs) - Essay rubric on final draft - Re-write of first essay and application of new knowledge on essay two 	

	<p><i>Expository Continued</i></p> <p>Strand 2 Writing Components</p> <p>Concept 1: Ideas and content</p> <p>Concept 2: Organization</p> <p>Concept 3: Voice –</p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions</p>	<p>Ideas and content - pre-writing, class discussion and brainstorm, whole class, think pair share, etc.</p> <p>Organization – – four square, thesis clarification, whole class, teacher samples, pairs create thesis statements over and over</p> <p>Voice – no slang</p> <p>Word choice – – thesaurus, vocab lists for assignment, pairs, class brainstorm</p> <p>Sentence fluency - brushstroke techniques (see conventions map)</p> <p>Conventions - Edit, edit, edit, pairs, teacher, whole class, individual (re-enforced through daily oral language practice – see conventions map)</p>	<ul style="list-style-type: none"> - Overhead - Graphic org. - Samples - Topic list - Samples - Sentence strips for wall samples - Thesauri - Vocab list - Chart paper for wall list - <i>Image Grammar</i> by Noden - See Conventions map 	<p>SEE ABOVE</p>	
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	<p><i>Expository Continued</i></p> <p>Strand 3 Writing Application</p> <p>PO2 – Include topic sentences in each BP with supporting details throughout</p> <p>PO3 – Thesis statement is in introduction. There is introduction, body, and conclusion</p>	<p>Whole class edit, activities using a thesis and identifying what BP topics are, highlighting of thesis sentences, examples on wall</p> <p>Whole class, pairs, and individuals create thesis statements, highlight parts of an essay, practice daily on essay structure, OP/CP highlight with identification of BP topics</p>	<ul style="list-style-type: none"> - Activity worksheets with essay parts for students to find - Sentence strips - Same as above 	<p>SEE ABOVE</p>	
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Curriculum Map: Writing

Grade Level (s) 7/8, Persuasive - Essay Three

Time Line	Standards- P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
October	<p>PERSUASIVE WRITING Strand One Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p> <p>Concept 3: Revision</p>	<p>Essay Assignment – Infomercial – Students create a product and write an essay to sell it</p> <p>Pre-write – Free write, brainstorm, identify need and create solution, samples, individual, whole class</p> <p>Drafting - four square, outline, thesis statement clarified listing BP topics in order</p> <p>Revising - whole class using student sample paragraphs, pairs, individual, use assigned vocab to bump up words, class brainstorm for high frequency word synonyms</p>	<ul style="list-style-type: none"> - List of possible topics - Ideas for daily revision for BPs written at home - Sample essays to share - Graphic organizers - Thesis samples with BP match up - Daily revision suggestions (e.g. everyone add one persuasive technique to their BP) 	<ul style="list-style-type: none"> - Teacher observation - Ticket Outs (sentences using a certain technique to get out the door) - Rough draft editing (whole class, pairs) - Essay rubric - Improvement on elements commented on for previous essays - Reflection 	<p>Possible link to science if product focuses on how the product works</p>

	<p><i>Persuasive Continued</i></p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions –</p> <p>Strand 3 Writing Application</p> <p>PO1 – Write persuasive text with: Controlling idea</p> <p>Supports argument with detailed evidence</p>	<p>Word choice - thesaurus, vocab list for assignment, pairs, class brainstorm</p> <p>Sentence fluency - brushstroke techniques (see conventions portion of map)</p> <p>Conventions - Edit, edit, edit, pairs, teacher, whole class, individual (re-enforced through daily oral language practice – see conventions map)</p> <p>Controlling idea – opinion extremely clear in the thesis and restate, practice, samples, and clarification in class</p> <p>Writers must focus each BP topic, targeting the sale in each giving examples and details. Samples, practice, and clarification in class</p>	<ul style="list-style-type: none"> - Thesauri - Vocab list - Chart paper for wall list - <i>Image Grammar</i> by Noden - See Conventions map - Activity worksheets with essay parts for students to find - Sentence strips - Same as above 	<p>SEE ABOVE</p>	
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	<p><i>Persuasive Continued</i></p> <p>Includes persuasive techniques</p>	<p>Incorporates testimonials of happy customers and acknowledges and counters an opposing argument, samples, practice, and clarification in class</p>	<p>- samples and worksheets on various techniques</p>		
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Curriculum Map: Writing

Grade Level (s) 7/8, Expressive (with expository tinge), Essay 4

Time Line	Standards-P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
November	<p>EXPRESSIVE WRITING</p> <p>Strand 1 Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p> <p>Concept 3: Revising</p>	<p>Time Travel Essay - Although this essay has a narrative style, it contains a thesis focusing each body paragraph (BP) on a specific aspect of their new world (e.g. clothing, behavior, architecture).</p> <p>Pre-writing - brainstorm, free writing, class brainstorm, use books and video to spark ideas</p> <p>Drafting - four square, outline, thesis statement clarified listing BP topics in order, whole class and individual check for BP/thesis match</p> <p>Revision - editing checklist, peer edit, specific editing target points like sentence fluency (brushstroke</p>	<ul style="list-style-type: none"> - List of possible topics - Brainstorm chart - Ideas for daily revision for BPs written at home - Sample essays to share - Graphic organizers - Thesis samples with BP match up - Daily revision suggestions (e.g. combine sentences, 	<ul style="list-style-type: none"> - Teacher observation - Ticket Outs (sentences using a certain technique to get out the door) - Rough draft editing (whole class, pairs) - Quiz on brushstroke technique and comma placement - Essay rubric - Improvement on elements commented on for previous essays - Reflection 	<p>History – Students travel to a time in history they studied or are studying</p>

	<p><i>Expressive Continued</i></p> <p>Concept 4: Editing –</p> <p>Concept 5: Publishing</p>	<p>emphasis here), thesaurus time, whole class effort, pairs, individual</p> <p>Editing - peer edit, thesaurus/dictionary time,</p> <p>Publishing - – specific handout with concrete formatting directions Incorrectly formatted essays returned for correction</p>	<p>beginning two sentences this way, add vocab, change this word, etc.)</p> <ul style="list-style-type: none"> - Editing/revision checklist - formatting handout - essay format sample - essay formatting activity on laptops if time 		
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	<p><i>Expressive Continued</i></p> <p>Strand 2 Writing Components</p> <p>Concept 1: Ideas and content</p> <p>Concept 2 Organization</p> <p>Concept 3: Voice –</p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions</p>	<p>Ideas and content – pre-writing, class discussion and brainstorm worksheet</p> <p>Organization – four square, thesis clarification</p> <p>Voice – No slang, eliminate “you.” Activities in class to learn this skill</p> <p>Word choice – thesaurus time, vocabulary lists for assignment, pairs, class brainstorm for works that will appear a lot in subject (e.g. time, travel)</p> <p>Sentence fluency – brushstroke techniques, each sentence starts a different way, combine neighboring sentences</p> <p>Conventions – Edit, edit, edit, pairs, teacher, whole class, individual (re-enforced</p>	<ul style="list-style-type: none"> - Overhead - Graphic org. - Samples - Topic list - Samples - Sentence strips for wall samples - Thesauri - Vocab list - Chart paper for wall list - <i>Image Grammar</i> by Noden - Worksheets - Warm-ups <p>(See conventions map)</p>		
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	<p><i>Expressive Continued</i></p> <p>Strand 3 Writing Application</p> <p>PO1 – Narrative including Plot, setting, dialogue, figurative language, tone</p>	<p>through daily oral language practice)</p> <p>See activities for above standards</p>	<p>- Same as above</p>		
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Curriculum Map: Writing

Grade Level (s) 7/8, Literary Response, Essay 5

Time Line	Standards-P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
January Thru February	<p>LITERARY RESPONSE</p> <p>Strand 1 Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p> <p>Concept 3: Revising</p>	<p>Pre-writing – brainstorm, free writing, carousel, pairs, whole class – students look for examples from story to support various ideas</p> <p>Drafting – four square, outline, thesis statement clarified with the opinion the student will prove</p> <p>Revising – teacher feedback on sentence outline before writing begins and on each body paragraph as students complete them, re-writing of each BP after teacher</p>	<ul style="list-style-type: none"> - List of possible topics - Ideas for daily revision for BPs written at home - Sample essays to share - Graphic organizers - Thesis samples with BP match up - Daily revision suggestions - Editing/revision checklist 	<p>Teacher observation</p> <p>Quiz on Schaffer terms</p> <p>Sample homework paragraphs collected as rough draft is completed</p> <p>Collect and give feedback on sentence outline</p> <p>In-class writing practice corrected</p> <p>Final essay with all steps of writing process attached for view of development over time</p> <ul style="list-style-type: none"> - Improvement on elements commented on for previous essays 	

	<p><i>Literary Response Continued</i></p> <p>Concept 4: Editing</p> <p>Concept 5: Publishing</p>	<p>feedback (some having to turn it back in a second time) editing checklist, peer edit, specific editing target points, whole class analyzes and edits student sample paragraphs, pairs, individual</p> <p>Editing – peer and self edit, checklists, samples, pairs edit samples, etc.</p> <p>Publishing – specific handout with concrete formatting directions</p>	<ul style="list-style-type: none"> - Amazing amount of samples - Redundancy - Editing checklist - Editing skills - formatting handout 	<ul style="list-style-type: none"> - Reflection 	
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	<p><i>Literary Response Continued</i></p> <p>Strand 2 Writing Components</p> <p>Concept 1: Ideas and content</p> <p>Concept 2: Organization – four square, thesis clarification</p> <p>Concept 3: Voice</p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions</p>	<p>Ideas and content – pre-writing, class discussion and brainstorm</p> <p>Organization – four square, thesis clarification</p> <p>Voice – No slang, awareness of audience, formal tone expected, no “I” or “you”</p> <p>Word choice – thesaurus, vocabulary list for assignment, look for repeating words, bump up vocab where possible to sound more academic</p> <p>Sentence fluency – brushstroke techniques, add subordinating conjunctions and transition words, clarify transition sentences between paragraphs</p> <p>Conventions – Edit, edit, edit, pairs, teacher, whole class,</p>	<ul style="list-style-type: none"> - Overhead - Graphic org. - Samples - Topic list - Samples - Sentence outline form - Thesauri - Vocab list - Chart paper for wall list - List of transition words and transition sentence techniques - worksheets and applied list to apply to writing - See 	<p>SEE ABOVE</p>	
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	<p><i>Literary Response Continued</i></p> <p>Strand 3 Writing Application</p> <p>PO1 – Write a response to literature that: Presents several clear ideas Supports inferences and conclusions with examples from the text Relates own ideas to supporting details in a clear and logical manner (has effective commentary)</p>	<p>individual (re-enforced through daily oral language practice)</p> <p>Special Note – In order to meet this standard most effectively with students, I use the Schaffer body paragraph structure. This system outlines the role of each sentence in a body paragraph demonstrating to students how to use a quotation from the story to prove their point.</p>	<p>Conventions map</p> <ul style="list-style-type: none"> - Activity worksheets to discover and apply different sentence uses - Sentence strips paragraph students put together - samples and worksheets on various stories students know - Schaffer binders on paragraph technique 	<p>SEE ABOVE</p>	
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Curriculum Map: Writing

Grade Level (s) 7/8, Expository (w/tinge of expressive), Essay 6

Time Line	Standards-P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
February March	<p>EXPOSITORY</p> <p>Strand 1 Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p> <p>Concept 3: Revising</p> <p>Concept 4: Editing</p>	<p>Nature description essay</p> <p>Pre-writing – brainstorm, free writing</p> <p>Drafting – four square, outline, thesis statement clarified listing BP topics in order</p> <p>Revising – editing checklist, peer edit, specific editing target points, thesaurus time, whole class effort, pairs, individual (voice, word choice, sentence fluency)</p> <p>Editing – peer edit, thesaurus/dictionary time, (conventions)</p>	<p>- List of possible topics</p> <p>- Pictures of nature</p> <p>- Sample writing</p> <p>- Graphic org</p> <p>- Highlight worksheet with sample parts</p> <p>- Ideas for daily revision for BPs written at home</p> <p>- Sample essays to share</p> <p>- Editing/revision checklist</p>	<p>- DOL (see conventions map)</p> <p>- Ticket Out to assess sentence fluency</p> <p>- Teacher observation</p> <p>- Painter’s palette activity</p> <p>- Final essay rubric</p> <p>- Improvement on elements commented on for previous essays</p> <p>- Reflection</p>	

	<p><i>Expository 2 Continued</i></p> <p>Concept 5: Publishing</p> <p style="text-align: center;">Strand 2 Writing Components</p> <p>Concept 1: Ideas and content</p> <p>Concept 2: Organization</p> <p>Concept 3: Voice</p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions – Edit,</p>	<p>Publishing – specific handout with concrete formatting directions</p> <p>Ideas and content – pre-writing, class discussion and brainstorm</p> <p>Organization – four square, thesis clarification</p> <p>Voice – No slang, no “you”</p> <p>Word choice – thesaurus, vocab list for assignment, pairs, class brainstorm</p> <p>Sentence fluency – brushstroke techniques create sentence variety, figurative language play a huge role in each body paragraph</p> <p>Conventions – Edit, edit, edit, pairs, teacher, whole class, individual (re-enforced</p>	<p>- formatting handout</p> <p>- Graphic org. - Samples - Topic list</p> <p>- Samples</p> <p>- Thesauri - Vocab list - Chart paper for wall list</p> <p>- Painter’s Palette - Worksheets to develop brushstrokes - Samples</p> <p>- See conventions map</p>	<p>SEE ABOVE</p>	
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	<p><i>Expository 2 Continued</i></p> <p>edit, edit, pairs, teacher, whole class, individual (re-enforced through daily oral language practice)</p> <p>Strand 3 Writing application</p> <p>PO2 – Begin each body paragraph with a topic sentences in each BP with supporting details throughout</p> <p>PO3 – Thesis statement is in introduction. There are introductory, body, and concluding paragraphs</p>	<p>through daily oral language practice)</p> <p>Highlighting of essay parts in samples and in students’ own writing, whole class detail development, pair analysis and brainstorm, etc.</p>	<p>- Activity worksheets and samples</p>	<p>SEE ABOVE</p>	
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Curriculum Map: Writing

Grade Level (s) 7/8, Functional Writing, Essay 7

Time Line	Standards-P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
March	<p>FUNCTIONAL WRITING</p> <p>Strand 1 Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p>	<p>7th grade – Friendly letter with envelope 8th grade – Business request letter with envelop and cover letter, resume</p> <p>Pre-write – Brainstorm whole class and individually, think pair share, free write, memory idea list, students pick one at a time and write one body paragraph a night</p> <p>Drafting – brainstorm sheet, formatting skeleton</p>	<ul style="list-style-type: none"> - cover letter and resume video - organizers - brainstorm sheets - samples - see other writing types 	<ul style="list-style-type: none"> - teacher observation - collection of rough drafts - final draft rubric - 8th grade – business portfolio evaluation - improvement on elements commented on for previous essays - reflection 	<p>Literature: Create a resume or write a letter to a character from a novel</p> <p>History: Same as above but for a person in history</p>

	<p><i>Functional Continued</i></p> <p>Strand 2 Writing Components</p> <p>Concept 1: Ideas and content</p> <p>Concept 2: Organization</p> <p>Concept 3: Voice –</p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions</p>	<p>Ideas and content - pre-writing, class discussion and brainstorm, whole class, think pair share, etc.</p> <p>Organization – formatting skeleton, whole class, teacher samples, video</p> <p>Voice – no slang, formal tone for business writing</p> <p>Word choice - – thesaurus, vocab lists for assignment, pairs, class brainstorm, list of action verbs</p> <p>Subordinating conjunction and action verb list (see conventions map)</p> <p>Conventions - Edit, edit, edit, pairs, teacher, whole class, individual (re-enforced through daily oral language practice – see conventions map)</p>	<p>SEE ABOVE</p>	<p>SEE ABOVE</p>	
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Curriculum Map: Writing

Grade Level (s) 7/8, Research Writing, Essay 8

Time Line	Standards-P.O.'s (skills and content knowledge)	Activity/Lesson	Resources & Technology	Assessments	Links to other Subjects
April	<p>RESEARCH</p> <p>Strand 1 Writing Process</p> <p>Concept 1: Pre-writing</p> <p>Concept 2: Drafting</p>	<p>This is the seventh and final essay of the year and arrives after students have developed basic essay fluency. I have students utilize their research to write a persuasive essay in order to avoid a report of information.</p> <p>Pre-writing – brainstorm, free writing, carousel, pairs, whole class – students look for examples from story to support various ideas</p> <p>Drafting – four square, outline, thesis statement clarified with the opinion the student will prove</p>	<ul style="list-style-type: none"> - List of possible topics - Question development worksheets - Clarification of issue sheet - Ideas for daily revision to clarify and strengthen position - Sample position 	<ul style="list-style-type: none"> - Teacher observation of classroom activities - Sentence outline collection - BP collection during rough draft stage - Collection of chosen resources early on - Collection of rough draft of works cited page - Quiz on correct citation forma - Final essay rubric - Improvement on elements commented on for previous essays - Reflection 	

	<p><i>Research Continued</i></p> <p>Strand 2 Writing Components</p> <p>Concept 1: Ideas and content</p> <p>Concept 2: Organization</p> <p>Concept 3: Voice</p> <p>Concept 4: Word choice</p> <p>Concept 5: Sentence fluency</p> <p>Concept 6: Conventions</p>	<p>Ideas and content – pre-writing, class discussion and brainstorm, organization packet on two sides of debate</p> <p>Organization – four square, thesis clarification, sentence outline approved by teacher</p> <p>Voice – No slang, awareness of audience, formal tone expected, no “I” or “you”</p> <p>Word choice – thesaurus, vocabulary list for assignment, pairs, class brainstorm</p> <p>Sentence fluency – brushstroke techniques,</p> <p>Concept 6: Conventions – Edit, edit, edit, pairs, teacher, whole class, individual (re-enforced through daily oral language practice)</p>	<ul style="list-style-type: none"> - Overhead - Graphic org. - Samples - Topic list - Samples - Sentence outline form - Position development form - Thesauri - Vocab list - Chart paper for wall list - List of transition words and transition sentence techniques - worksheets and applied list to apply to writing - See Conventions map 	<p>SEE ABOVE</p>	
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	<p><i>Research Continued</i></p> <p>Strand 3 – Writing Application</p> <p>PO1 – Write a summary of information from sources paraphrasing to convey ideas and details from the source main idea(s) and relevant details</p> <p>PO2 – Write an informational report that includes:</p> <p>A) a focused topic, appropriate facts, and relevant details in each BP</p> <p>B) a logical sequence</p> <p>C) a concluding statement</p> <p>D) a list of sources used</p>	<p>In order to meet this Application Standard most effectively with students, I use the Schaffer body paragraph structure. This system outlines the role of each sentence in a body paragraph demonstrating to students how to prove their points by balancing facts from research with their own ideas and explanations</p> <p>PO1 - This is in their notes from research</p> <p>PO2 -</p> <p>A) Thesis states opinion and often lists BP topics</p> <p>B) Essay outline clear with BPs building on each other</p> <p>C) Restate of thesis in concluding paragraph</p> <p>D) Works Cited page complete with internal citation in MLA format</p>	<ul style="list-style-type: none"> - Activity worksheets to discover and apply different sentence uses - MLA citation handout - Worksheets and handouts on including a quote in writing - Sentence strip paragraph students put together - samples and worksheets on various issues - handouts on works cited and MLA citation - Worksheets and quiz on citation - Schaffer binder 	<p>SEE ABOVE</p>	
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