HADDONFIELD PUBLIC SCHOOLS

Curriculum Map for 7th Writing Lab

First Trimester- Class meets one time per cycle (Note: some instruction from the first trimester will continue into the second trimester)			
Targeted Standard(s): NJCCCS 7.3.2 A (2, 3, 4, 5, 6, 7) 7.3.2B (1,2,3,4) 7.3.2 C (1, 2,3,4,5,6,7) 7.3.2 D (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15) 7.8.1 (technology standard)			
Enduring Understandings (*The big ideas*): Writers develop, revise, and reflect on individual writing goals. Writers understand the significance of teacher/student conferencing. Good writers understand the steps of the writing process. Good writers use a repertoire of strategies to write for different purposes, audiences, and contexts. A writer selects a form based on the audience and purpose. Good writers maintain a writer's notebook to develop ideas for writing pieces. Writers select appropriate strategies for self and peer editing. Good writers develop writing portfolios.			
Essential Questions: What is the importance of developing individual writing goals? How does conferencing support writing progress and goal achievement? How do good writers express themselves? How does the process shape the writer's product? How do writers develop a well-written product? Why does a writer choose a particular form of writing? How does a writer's notebook enhance writing? What is the significance of peer editing? What are the qualities and traits of strong writing?			
Core Content/Objectives		Instructional Actions	
Concepts *What students will know*	Skills *What students will be able to do*	Activities/Strategies *Learning Activities/ Differentiation* *Interdisciplinary Connections*	Assessment *How learning will be assessed*
How to set personal writing goals	Identify individual writing strengths and weaknesses. Develop personal goals to improve areas of weakness.	Work in groups to discuss aspects of the writing process/areas of possible improvement. Write three writing goals for the year.	Informal assessment of student's writing goals.
The importance of writer's notebooks How to utilize writer's notebooks	Develop multiple ways to gather ideas (pictures, quotes, memories). Understand how to find writing inspiration.	Direct Instruction. Individualized Instruction-place personal goals in writer's notebook for reflection and revision.	Writer's notebooks collected once each month and checked for a specified number of entries.
How persuasion is used in debates	Understand the difference between the terms: example, common sense, statistics, and expert opinions. Develop an opinion, take a position, identify supporting arguments, determine reliability of sources, identify opposing arguments and counter arguments.	Discuss quotes- "Too often we enjoy the comfort of opinion without the discomfort of thought"- JFK and "Most of our so-called reasoning consists in finding arguments for going on believing as we already do."- James Robinson Differentiated Instruction- work in groups for advertisement activity.	Group participation. Group feedback forms.
How to write using persuasion	Write a persuasive letter that includes a position, at least three key arguments, reliable "expert" sources,	Use Inspiration/graphic organizers to brainstorm letter. Write a persuasive letter to	Persuasive letter graded for structure (position, key arguments, supporting evidence, reliable

	and a refuted counter argument.	parents/guardians.	sources, and a refuted counter argument) content, organization, transitions, spelling, and grammar.
Resources/Technology: Resources/Technology: *Inspiration*, Internet, Microsoft Word, Figurative Language Webquest,			

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Curriculum Map for 7th Grade Writing Lab

Second Trimester- Class meets one time per cycle
(Note: some instruction will be carried over from the first trimester)

Targeted Standard(s): NJCCCS 7.3.2 A (2, 3, 4, 5, 6, 7) 7.3.2B (1,2,3,4) 7.3.2 C (1, 2,3,4,5,6,7) 7.3.2 D (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15) 7.8.1 (technology standard)

Essential Questions: What is the importance of developing individual writing goals? How does conferencing support writing progress and goal achievement? How do good writers express themselves? How does the process shape the writer's product? How do writers develop a well-written product? Why does a writer choose a particular form of writing? How does a writer's notebook enhance writing? What is the significance of peer editing? What are the qualities and traits of strong writing?

Core Content/Objectives		Instructional Actions	
Concepts *What students will know*	Skills *What students will be able to do*	Activities/Strategies *Learning Activities/ Differentiation Interdisciplinary Connections*	Assessment *How learning will be assessed*
The purpose of self and peer editing How to provide positive and constructive feedback	Always begin with positive statements about the writing piece. Provide constructive criticism about the content of the piece rather than the conventions.	Work with a partner to edit persuasive letter. Fill out "peer-editing" form.	Completion of peer-editing form. Participation in peer-editing conference.
The importance of rubrics How writing rubrics are used to evaluate the NJ ASK How to create a rubric	Identify the components of a rubric. Understand how writing is evaluated using both holistic and analytic scores. Develop a creative rubric.	Direct Instruction. Differentiated Instruction- students work in groups to develop a rubric for "acting performance." Perform skit for other groups and "score" other performances.	Group participation in the development and implementation of the rubric. Paragraph- How did the rubric help you evaluate each group's performance?
How to write in response to a speculative prompt	Use prior knowledge and creative writing skills to respond to a speculative prompt.	Direct Instruction. Class activity- create a speculative prompt and place in box. Each student will receive a speculative prompt and respond appropriately.	Create a speculative prompt. Sample writing.
Small moments (Narrative writing)	Generate a list of small moments. Write about an object. Write about a picture. Write about a person. Write a "first-time, last-time" piece. Understand how to "stretch-out" a	Direct Instruction- minilessons. Write independently about each topic (object, picture, person, first-time last-time).	At least five "small moments" in writer's notebook for this trimester. Personal narrative: select "small moment" to publish

	moment.		
Compositional Risks	Add different types of compositional risks to "hook" the audience at the beginning of a writing piece.	Work in groups/teams for a competition to add compositional risks to boring articles/sentences/paragraphs.	Group participation.
Resources/Technology: *Inspiration*, Internet, Microsoft Word, PowerPoint			

Curriculum Map for 7th Grade Writing Lab

Third Trimester-Class meets 1 time per cycle (Note: some instruction will be carried over from the second trimester)			
Targeted Standard(s): NJCCCS 7.3.2 A (2, 3, 4, 5, 6, 7) 7.3.2B (1,2,3,4) 7.3.2 C (1, 2,3,4,5,6,7) 7.3.2 D (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15) 7.8.1 (technology standard)			
Enduring Understandings (*The big ideas*): Writers develop, revise, and reflect on individual writing goals. Writers understand the significance of teacher/student conferencing. Good writers understand the steps of the writing process. Good writers use a repertoire of strategies to write for different purposes, audiences, and contexts. A writer selects a form based on the audience and purpose. Good writers maintain a writer's notebook to develop ideas for writing pieces. Writers select appropriate strategies for self and peer editing. Good writers develop writing portfolios.			
Essential Questions: What is the importance of developing individual writing goals? How does conferencing support writing progress and goal achievement? How do good writers express themselves? How does the process shape the writer's product? How do writers develop a well-written product? Why does a writer choose a particular form of writing? How does a writer's notebook enhance writing? What is the significance of peer editing? What are the qualities and traits of strong writing?			
Core Content/Objectives		Instructional Actions	
Concepts *What students will know*	Skills *What students will be able to do*	Activities/Strategies *Learning Activities/ Differentiation* *Interdisciplinary Connections*	Assessment *How learning will be assessed*
Characterization	How to describe a "character" (themselves) using character traits. Explore how to provide details about a character.	Work with a partner and "describe" each other using powerful adjectives. Develop a "character-trading-card" (how would you be perceived in a book?)	Character trading card.
Figurative Language	Identify and write alliteration, personification, metaphors, similes, assonance, hyperbole, and onomatopoeia.	"Figurative language rap" (www.educationalrap.com/74/figurative-language.html). Students generate a rap/song lyrics about themselves (any aspect of their lives) using at least four types of figurative language.	Song lyrics that consist of four different examples of figurative language.
How to respond to a quotation	Use creative writing skills to write a response to a quotation.	Direct Instruction. Introduction of the "Quote Box." Respond to quote that you are given.	Participation (submit a quote). Sample Writing.
Adding sensory imagery	Add the five senses in order to	Differentiated Instruction- minilessons	Participation in group discussions.

	"show" the audience instead of "tell."	for each of the five senses.	Hilighting the five senses in writing pieces (in writer's notebooks).
How to gather and organize writing into a portfolio	Selecting a small moment for publishing. Gathering and displaying writing pieces.	Soundtrack of my life portfolio project and presentation.	Completed CD front/back cover. Lyrics from figurative language added to the inside of the CD. Presentation to the class. Compiled writing pieces.
Personal goal reflection	Identify how personal goals were achieved or revised throughout the school year. Reflect on how goals can be continued throughout the summer and into the next school year.	Write a reflection paragraph for each goal. Decide which goals can continue to be improved throughout education. Create booklet of reflections, revisions, and accomplishments throughout the school year.	Goal reflection paragraphs. Personal goal booklets.
Resources/Technology: : *Inspiration*, Internet, Microsoft Word			