Course Title: Writing/ Grammar Cycle

Subject: Language Arts Literacy

Grade Level: 7

Duration: Approximately 7-8 Weeks

Prerequisite: None

Elective or Required: N/A

Language Arts Literacy Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

This class is designed to focus on the writing process and specific writing skills associated with informative and narrative writing. Emphasis will be placed on grammar, concentrating on usage, the mechanics of a sentence, and a general review of grammatical problem areas. This course is intended to enhance students’ writing skills through a combined focus of grammar and composition.

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**Writing/ Grammar**

**Topic/Unit: The Writing Process/ Informative Writing**

**Approximate # of Weeks: 2 Weeks**

**Essential Questions:**
- What are the stages of the writing process?
- What are the parts of a business letter of request?

**Upon completion of this unit students will be able to:**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (7.W.05)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (7.W.09)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

**Interdisciplinary Standards (njcccs.org):**
- 21st Century Life & Career Skills- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. (Standard 9.01)

**Activities:**
- Participate in Daily Warm-Up (Mini-lessons on commonly confused words) activities.
- Work in cooperative groups to provide examples of each of the stages of the writing process and present findings to class.
- Organize a sample letter in the correct sequence.
• Write a business letter to request an author visit (related to a current literary selection).
• Apply knowledge of purpose and organization in various types of writing prompts by engaging in Smartboard writing exercises. (21st Century Tech.)
• View writing clips focusing on specific writing skills—Discovery Education. (21st Century Tech.)
• Critique writing pieces for sufficient/relevant detail (Guided self-critique form).
• Utilize the Literary Analysis Task (LAT) Scoring Rubric to improve and evaluate writing.

Writing Assignments:
• “I Am” Poem
• Writing Prompts
• Business Letter of Request

Enrichment Activities:
• Read literary excerpts to determine author’s purpose and intended audience.

Methods of Assessments/Evaluation:
• Smartboard Lessons
• Discovery Education Viewing Guides
• Classwork (Journals/ Prompts/ Daily Warm-Up)
• Business Letter of Request

Resources:
• Writer’s Choice Grammar and Composition, Vol. 7. (RI)
• Writer’s Choice Grammar Workbook 7. (RI)
• The Outsiders by S. E. Hinton (RL)

Online Resources:
• Teacher webpage
• www.discoveryeducation.com
• www.internet4classrooms.com/lang_write.htm
• Writing and grammar resources (owl.english.purdue.edu/), www.readwritethink.com
• The Elements of Style (www.bartleby.com/141)
• Google Apps for Education (GAFE)
Writing/Grammar Cycle

Topic/Unit: The Eight Parts of Speech

Approximate # of Weeks: 4 Weeks

Essential Questions:
● What are the parts of speech and how are they applied in Standard American English?
● How do rules of language affect communication?
● How can an awareness and understanding of grammatical skills improve one's writing abilities?

Upon completion of this unit students will be able to:
● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L.01)
● Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

Interdisciplinary Standards (njcccs.org):
● Active Citizenship in the 21st Century –All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (Standard 6.03)

Activities:
● Daily Warm-Up (Mini-lessons on commonly confused words)
● Take notes on, discuss, analyze, and review the eight parts of speech.
● Participate in in-class activities and exercises (textbook, handouts, and literary excerpts) to reinforce knowledge and application of the parts of speech
● Listen and read song lyrics to identify specific parts of speech-pronoun usage. (21st Century Tech.)
● Apply knowledge of parts of speech by engaging in Smartboard grammar exercises. (21st Century Tech.)
● View grammar clips-Discovery Education. (21st Century Tech.)
• Group projects to demonstrate mastery of eight parts of speech.

Writing Assignments:
• Student Journals
• Writer’s Notebook
• Prepositional Poem

Enrichment Activities:
• Use acquired skills to reflect on and revise writing pieces.
• Search magazines and news articles, which demonstrate specific grammatical skills (www.time.com/time/classroom, http://learningblogs.nytimes.com)
• Complete Web Quests on grammatical usage and skills.

Methods of Assessments/Evaluation:
• Smartboard Lessons
• Discovery Education Viewing Guides
• Classwork (Grammar activities)
• Daily Warm-Up Quizzes
• On-line Quizzes/Activities
• Group Project

Resources:
• Writer’s Choice Grammar and Composition, Vol. 7. (RI)
• Writer’s Choice Grammar Workbook 7. (RI)
• Excerpts from narrative and informative selections (RI and RL)-Prentice Hall Literature Grade Seven (2007) and (http://www.parcconline.org/samples/english-language-artsliteracy/grade-7-elaliteracy)

Online Resources:
• Teacher webpage
• www.discoveryeducation.com
• Writing and grammar resource (owl.english.purdue.edu/)
• Guide to Grammar & Writing (www.grammar.ccc.commnet.edu/grammar/)
• Grammar Bytes (www.chompchomp.com/menut.htm)
• Dr. Grammar (www.drgrammar.org/frequently Asked_questions)
• Narrative and Informative Selections (http://www.parcconline.org/samples/english-language-artsliteracy/grade-7-elaliteracy)
• Google Apps for Education (GAfE)
Writing/ Grammar

Topic/Unit: Narrative Writing

Approximate # Of Weeks: 2 Weeks

Essential Questions:
- What are the elements of narrative writing?
- How can one include literary elements—plot, conflict, setting, characters, and point of view in narrative writing?
- How can adding details enrich a narrative (i.e. dialogue and internal monologue)?

Upon completion of this unit students will be able to:
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.03)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7.W.03)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.04)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (7.W.05)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (7.W.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (7.L. 01)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (7.L.02)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.03)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (7.SL.06)

Interdisciplinary Standards (njcccs.org):
21st Century Life & Career Skills—All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. (Standard 9.1)

Activities:
- Take notes on, analyze, and discuss narrative and descriptive writing techniques.
- View clips on writing narratives -Discovery Education (21st Century Tech).
- Complete a graphic organizer to effectively organize and present information on the topic.
- Analyze examples of narrative writing with and without descriptive elements.
- Write a descriptive narrative, establishing a plot, conflict, setting, character, point of view, and resolution.
- Reflect on writing and make decisions about the use of precise language (adjectives, adverbs, and specific details)-Complete guided self-critique form.
- Participate in practical self-editing and peer-editing exercises designed to reinforce editing techniques in all forms of writing.-Complete guided peer editing form.
- Utilize Narrative Task (NT) Scoring Rubric to improve and evaluate writing.

Writing Assignments:
- Narrative Writing Task
- Student Journals

Enrichment Activities:
- Complete various on-line activities specific to creating a narrative (Digital Storytelling)
- Relate narrative story to a piece of literature from English class.

Methods of Assessments/Evaluation:
- Self-Assessment Form
- Classwork
- Narrative Writing Task
- Teacher-student writing conferences
- Narrative Task Scoring Rubric

Resources:
- Writer’s Choice Grammar and Composition, Vol. 7. (RI)
- Writer’s Choice Grammar Workbook 7. (RI)
- Excerpts from narrative and informative selections (RI and RL)-
Prentice Hall Literature Grade Seven (2007) and (http://www.parcconline.org/samples/english-language-artsliteracy/grade-7-elaliteracy)

Online Resources:
- Teacher webpage
- Writing and grammar resource (owl.english.purdue.edu/)
- Narrative writing resource (http://www.greatsource.com/iwrite/students/s_narrative.html)
- Narrative Task (NT) Scoring Rubric (http://www.parcconline.org/sites.parcc/files/Grade%206-11%20July%202019%20Rubric%20Final.pdf)
- Google Apps for Education (GAfE)