Curriculum Sample: 7th Writing
Max. 8 Pages

Grade Level	7	**Content Area**	Language Arts – Writing: Text Types and Purposes
Course Title (grades 9-12 Only)			
Length of Unit	Four 55-minute classes (including summative assessment during the fourth class)	**Time of Year**	First Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will know how to examine a topic, select relevant information to convey ideas about the topic, and categorize information into subtopics. Students will understand the different purposes for writing and be able to identify a purpose for their writing assignment using applicable conventions. Students have been exposed to the principles of the Six-Trait Analytic Writing Assessment; this unit will help students move toward mastery of it.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The school's program of instruction stresses alignment with research-supported instruction techniques of Hunter's Essential Elements of Instruction. For writing, all courses will employ the Six-Trait Analytic Writing Assessment Rubric.		
Standard Number and Description *List the Number* and full description for the required Standard.*	7.W.2 Writing Standards (W) Text Types and Purposes #2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		
Summative Assessment *Describe a cumulative and*	Individually, each student will choose a writing purpose (descriptive, expository/ informational, imaginative/expressive, narrative, and persuasive) and apply this purpose in writing a five-paragraph essay about		

comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	whether students should be required to wear school uniforms.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The Six-Trait Analytic Writing Assessment Rubric will be used to score the summative assessment. The rubric has six categories: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each category is scored, based on the rubric criteria, on a 1-6 score. Each category is equally weighted. The highest possible score is 36, and grades are as follow: A=32-36; B=29-31; C= 25-28; D=21-24; F= Below 21. Mastery will be set at 80% (29/36) or higher.
Materials/Resources Needed	Student notebooks, index cards, Six-Trait Analytic Writing Assessment Rubric

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed	**Instruction**	**Student Activities**
1	**Lesson Title (on board):** Purposes of Writing **List of Materials:** Student notebooks **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate their recall of the main purposes of writing by listing them in writing. Students will demonstrate their understanding of one of the main purposes of writing by defining it and giving an example of it. **Anticipatory Set:** Have students answer this prompt in writing: What are the main purposes for writing? **Instructional Input/Guided Practice:** After Anticipatory Set, have students share their responses to the main purposes for writing. The teacher then will summarize the discussion (and fill in any gaps) to review five main purposes of writing: descriptive, expository/ informational, imaginative/expressive, narrative, and persuasive. Ask for examples of when one might use each of the writing purposes. **Independent Practice/Check for Understanding:** Divide students into five groups. Each group receives one of the five purposes of writing. Each group in writing defines with at least three adjectives their purpose of writing and writes a 1-3 sentence example of that purpose of writing. Each group will present its definition/example as the other students take notes. This definition/example will be handed in upon completion. **Closure:** The teacher will summarize the day's lesson and preview the next lesson.	Students individually will answer this prompt in writing: What are the main purposes for writing? Students take notes on five main purposes of writing. Students in groups will define with at least three adjectives one of the five major purposes of writing and will write a 1-3 sentence example of that purpose of writing. This definition/example will be handed in upon completion. Students take notes on group presentations of definitions and examples of the five main purposes of writing.
2	**Lesson Title (on board):** Brainstorming for Writing Essays **List of Materials:** Student notebooks, index cards **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate in writing	Students will answer this prompt in writing: Describe the process of brainstorming. Explain why writers use brainstorming. Students in their notebooks will individually brainstorm ideas why, or why not, student cell phones should be allowed during school hours. Students will use these brainstorming techniques: free writing, word

	recall of the process and reasons for brainstorming. Students will demonstrate their understanding of brainstorming by performing it in the notebooks and on an exit ticket. **Anticipatory Set:** Have students answer this prompt in writing: Describe the process of brainstorming. Explain why writers use brainstorming. **Instructional Input/Guided Practice/Independent Practice:** Have students share and discuss their answers to the prompt: Describe the process of brainstorming. Explain why writers use brainstorming. After the discussion, the teacher will summarize the discussion on brainstorming, filling in any gaps. Explain that students will be brainstorming a response to the following question: Should student cell phones be allowed during school hours? Students generally have a clear opinion on this question, but their delivery of response will take different forms. In completing the accompanying activity, students should be able to determine which writing purpose their responses would support. **Independent Practice/Check for Understanding:** Students in their notebooks will individually brainstorm ideas why, or why not, student cell phones should be allowed during school hours. Using this information, students will identify which writing purpose they will apply for writing an essay. As an Exit Ticket, students will write this information on an index card and give it to the teacher as they leave. **Closure:** Teacher will summarize the day's lesson and preview the next day's lesson and the summative assessment: writing a five-paragraph essay, using the writing purpose of their choice, in response to a prompt about a topic.	association, and drawing a mind map, which is a visual note taking technique in which people diagram their thoughts. Using this information, students will identify which writing purpose (of the five main writing purposes) they will use for writing the essay. They will write this information on an index card and give it to the teacher as an Exit Ticket as they leave.
3	**Lesson Title (on board):** Organizing Ideas for Writing Essays **List of Materials:** Student notebooks **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate in writing recall of the elements of an essay and an outline, and the definition of a thesis statement. Students will demonstrate their understanding of organization for essay writing by using their brainstorming responses to prior lesson's writing prompt to further organize their ideas and formulate an outline for their essay, including determining their thesis	Students will answer this prompt in writing: List the elements of an essay. List the elements of an outline. Define a thesis statement. Students will use their brainstorming responses to prior lesson's writing prompt to further organize their ideas and formulate an outline for their essay, including determining their thesis statement.

	statement. **Anticipatory Set:** Have students answer this prompt in writing: List the elements of an essay. List the elements of an outline. **Instructional Input/Guided Practice/Independent Practice:** Have students refer to their individual copy of the Six-Trait Analytic Writing Assessment Rubric. In the following review instruction, give students opportunity to access prior knowledge and provide information and/or teach on essay expectations, transition words, key phrases used with specific writing purposes. Teacher can fill in missing information or components as each area is covered. Review expectations for each of the five paragraphs students will write (introduction, thesis statement, body paragraphs and supporting details, conclusion). This is a good time to review any components students have difficulty with, like writing a thesis statement. Review use of transition words. Review examples of phrases or concepts used with each writing purpose. Writing responses on board, overhead, interactive boards, will reinforce learning. **Closure:** Teacher will summarize the day's lesson and remind students of the procedures for the next day's summative assessment. **Homework:** Students will study the material from this week's lessons in preparation for a summative assessment during the next lesson.	
4	Summative assessment	Students will choose their writing purpose and write a five-paragraph essay in response to question: Should student be required to wear school uniforms?

Paste Summative Assessment Here:

Answer the following questions by writing a five-paragraph essay that demonstrates a clear writing purpose and meets all the criteria of the Six-Trait Analytic Writing Assessment Rubric:

Should students be required to wear school uniforms?

Paste Answer Key/Scoring Rubric Here:

Six-Trait Analytic Writing Assessment Rubric

Score:

6 Ideas: Clear, focused thesis and topic sentences that stand out and are developed by rich details suitable to audience and purpose.
Organization: Effective introductions, highly-developed body, strong conclusion, and a wide variety of transitions move the reader smoothly through the text.
Voice: The writer seems deeply committed to the topic and shows personality with a strong sense of a specific audience.
Word Choice: A rich, broad use of carefully chosen words conveys the message in an interesting, precise and appropriate manner with a sense of writing to be read.
Sentence Fluency: Sentences have a strong and varied structure with a high degree of craftsmanship and evident flow and rhythm.
Conventions: Writer has exceptionally strong control with few and minor errors.

5 Ideas: Clear focused thesis and topic sentences that stand out and are developed by details suitable to audience and purpose.
Organization: Writer employs a purposeful introduction, well-developed body, unifying conclusion, and a variety of transitions.
Voice: Writer seems committed to the topic and shows personality with a sense of audience.
Word Choice: Carefully chosen words effectively convey the intended message in an interesting, clear, and precise way suitable to audience and purpose.
Sentence Fluency: Varied sentence structure enhances reading enjoyment. Writing has flow and rhythm.
Conventions: Strong control is demonstrated. Few and minor errors do not impede the reader.

4 Ideas: Clear and focused thesis and topic sentences with limited or general support are evident.
Organization: Organization is clear and coherent but may seem formulaic.
Voice: The writing is expressive, engaging, and sincere in places.
Word Choice: A variety of functional words appropriate to the audience and purpose are present with a sense of writing to be read.
Sentence Fluency: Writing flows, but transitions may be inefficiently used. Sentence variety is evident.
Conventions: Control of conventions is demonstrated. Minor errors do not impede readability.

3 Ideas: Main ideas are broad or simplistic. Support is limited, insubstantial, general, or slightly off topic.
Organization: Overall structure is inconsistent and sequencing is unclear. The writer may use expressions such as, “My topic is….” or “In conclusion….”
Voice: Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.
Word Choice: Ordinary language, lacking variety or interest, is used. Word choice may also be inappropriate to the audience and purpose of the assignment.
Sentence Fluency: The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or re-read.
Conventions: Errors begin to impede readability.

2 Ideas: Main ideas are somewhat unclear and there is only minimal attempt to develop them.
Organization: No clear structure exists in the piece.
Voice: Little sense of the author's commitment to the subject is evident.
Word Choice: The language is monotonous and/or misused.
Sentence Fluency: Sentences are choppy and/or rambling with no clear direction or thought.
Conventions: Frequent and significant errors impede readability.

1 Ideas: The writing lacks a central idea or focus.
Organization: The writing is haphazard and disjointed.
Voice: The writing is flat and lifeless with no sense of involvement from the writer.
Word Choice: The writing shows an extremely limited vocabulary.
Sentence Fluency: The writing is difficult to read aloud because the sentences are incomplete, rambling, or very awkward.
Conventions: Numerous errors in grammar, usage, and spelling are present.