

Seventh and Eighth Grade Writing Curriculum Map

	1	2	3	4	5	
Unit Name or Theme	Essay Writing	Autobiography	Research Project	Creative and Descriptive Writing	Persuasive Writing	Unit Name or Theme
Enduring Understandings & Performance Indicators	<p>Writers demonstrate an understanding of the eight parts of speech in an essay.</p> <p>Writers portray sentence patterns in essays.</p> <p>Writers communicate reactions to novels & authors point of view.</p> <p>Writers transfer grammar structures such as gerunds, participals, & infinitives to authentic writing experiences.</p> <p>Writers apply proper punctuation, capitalization & spelling within essays.</p> <p>Writers work through the writing process in an effort to develop effective essays.</p> <p>Writers accept constructive criticism & reflect upon individual improvements.</p>	<p>Autobiographical writers follow the writing process.</p> <p>Writers demonstrate voice in an autobiography.</p> <p>Writers construct a timeline in developing an autobiography.</p> <p>Writers vividly describe essential details, facts & feelings in an autobiography.</p> <p>Writers apply grammatical, capitalization, spelling & punctuation understandings within an autobiography.</p> <p>Writers take pride in penmanship.</p> <p>Writers take risks.</p> <p>Writers convey style & voice.</p> <p>Writers convey confidence.</p>	<p>Writers research a variety of media & resources to learn about a topic or book of study.</p> <p>Writers use reasons & evidence to support points.</p> <p>Writers blog &/or interact with others in an investigation.</p> <p>Writers systematically document & organize information gained in the research process.</p> <p>In order to inform an audience, a writer needs to define specialized vocabulary & content.</p> <p>Art work further illustrates research.</p> <p>Writers follow the writing process to share information learned.</p> <p>Readers and writers distinguish between primary and secondary sources in taking notes & utilizing information.</p> <p>Writing is supported with evidence or research from texts.</p>	<p>Writers examine literature to form conclusions & generalizations to utilize in their own writing.</p> <p>Writers react to literature.</p> <p>Writers demonstrate creativity in interpretation.</p> <p>Writers apply literary devices in creative writing.</p> <p>Writers use narrative techniques (i.e. dialogue, pacing & descriptions to develop experiences, character development over time, plot analysis, events &/or characters).</p> <p>Writers apply signal words to transition a reader.</p> <p>Writers integrate sensory language to capture action &/or convey experiences or events.</p>	<p>Persuasive techniques can control a discussion, conversation or argument.</p> <p>A position statement will communicate the point of persuasion.</p> <p>Logic, evidence &/or facts support a position.</p> <p>A call to action or point of view is portrayed within persuasive writing.</p> <p>Persuasion can acknowledge the other side of the argument.</p> <p>Persuasive writers follow the writing process to develop effective products.</p>	Enduring Understandings & Performance Indicators

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Essential Questions	<p>Why do writers write?</p> <p>How do writers sustain the writing process?</p> <p>How do writers attend to the writing process?</p> <p>Why are grammatical rules important to address in writing?</p> <p>How can accurate spelling, punctuation, capitalization & grammar assist a reader?</p> <p>How can I utilize constructive criticism?</p>	<p>How do I communicate personal experiences, thoughts, values, beliefs, events & feelings as an autobiographical writer?</p> <p>How do I select what to write?</p> <p>How do I communicate my written voice?</p> <p>Why is sequence relevant?</p> <p>How can I demonstrate effective penmanship?</p>	<p>Why is it important to research?</p> <p>How can I effectively document important facts & information?</p> <p>How can I learn from others & communicate my understandings to a world-wide audience?</p> <p>How do I organize a variety of information?</p> <p>How do I effectively explain specialized vocabulary or content in my writing?</p> <p>What methods or forum should I use to share my information with an audience?</p> <p>How do I improve my keyboarding skills?</p> <p>How do I determine sources as primary and secondary?</p> <p>How do I cite primary and secondary sources?</p> <p>How do I provide evidence or research for my findings?</p>	<p>How does reading, analyzing & interpreting literature assist a writer?</p> <p>How does descriptive language assist me in conveying meaning?</p> <p>What techniques can I apply in an effort to write creatively & expressively?</p> <p>How can I expand upon my creativity & meaning with literary devices?</p>	<p>Why is it important to support my opinion in my writing?</p> <p>How do authors depict opinions in their writing?</p> <p>How do I communicate my point of view without demonstrating harsh bias or favoritism?</p> <p>How can I actively persuade an audience to consider my point of view?</p> <p>What forums can I utilize to persuade an audience?</p>	Essential Questions
Assessment Strategies Formative & Summative	<p>Peer and teacher feedback</p> <p>Edits/ drafts to product</p> <p>Checklists</p> <p>Essays</p> <p>Vocabulary journals</p> <p>Writing folders</p>	<p>Written autobiography</p> <p>Peer and teacher feedback</p> <p>Checklists</p> <p>Essays</p> <p>Vocabulary journals</p> <p>Writing folders</p> <p>Journal writing</p>	<p>Research report</p> <p>Notes</p> <p>Peer and teacher feedback</p> <p>Checklists</p> <p>Vocabulary journals</p> <p>Writing folders</p> <p>Notes</p> <p>Outlines</p> <p>Advertisements</p>	<p>Vocabulary journals</p> <p>Writing folders</p> <p>Essays</p> <p>Journal writing</p>	<p>Vocabulary journals</p> <p>Writing folders</p> <p>Essays</p> <p>Persuasive speech</p> <p>Journal writing</p> <p>Notes</p> <p>Cue cards</p> <p>Outlines</p>	Assessment Strategies Formative & Summative

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Instructional Skills & Strategies	<p>Instructional Skills & Strategies: Explore interests</p> <p>List ideas for writing</p> <p>Develop personal preference in pre-writing techniques & tools (i.e. graphic organizers, writer's notebook)</p> <p>Draft, revise & edit writing</p> <p>Examine sentence structure</p> <p>Read authors or topics of interest to formulate ideas or examine style</p> <p>Read & react to literature & topics or events</p> <p>Apply grammatical rules (e.g. simple & compound sentences, direct & indirect objects, action & linking verbs, predicate nouns & adjectives, verb forms such as gerunds & past/present participals, infinitives)</p> <p>Apply rules for capitalization & punctuation</p> <p>Set personal writing goals</p> <p>Organize written pieces with a heading</p>	<p>Instructional Skills & Strategies: Read autobiographical books to examine author's tone, style, & voice</p> <p>Work through the writing process in developing a personal narrative in the form of an autobiography</p> <p>Convey a hook or lead to capture a reader's interest in your personal story</p> <p>Transition from one paragraph to another with linking words & phrases appropriate to the grade level</p> <p>Maintain a reader's interest with engaging word choice, style, voice & tone</p> <p>Develop a timeline, sequence or order of events</p> <p>Distinguish between essential and nonessential information</p> <p>Develop beginning, middle & end with a clear introduction & conclusion</p> <p>Peer edit</p> <p>Write with accuracy in letter formation using models</p>	<p>Instructional Skills & Strategies: Select, organize, analyze & synthesize information</p> <p>Take notes</p> <p>Develop a formal outline</p> <p>Introduce a topic and preview information to follow opening paragraph</p> <p>Define, classify, compare, contrast, examine cause/effect & organize ideas</p> <p>Format information to assist in reader comprehension</p> <p>Use precise language & specialized vocabulary</p> <p>Establish & maintain formal style</p> <p>Develop an introduction, appropriate transitions to develop supporting paragraphs & conclusion</p> <p>Cite evidence or research within writing appropriately</p> <p>Write cue cards for a speech</p> <p>Develop reference list</p> <p>Develop table of contents</p> <p>Align research questions with content of research paper</p> <p>Distinguish between primary & secondary sources</p> <p>Omit use of first person narrative</p>	<p>Instructional Skills & Strategies: Read, interpret & react to literature</p> <p>Form conclusions & generalizations</p> <p>Write creatively</p> <p>Apply literary devices to writing (e.g. figurative language)</p> <p>Use narrative techniques (i.e. dialogue, pacing & descriptions to develop experiences, events &/or characters)</p> <p>Apply signal words to transition a reader</p> <p>Integrate sensory language to capture action &/or convey experiences or events</p> <p>Participate in the writing process</p> <p>Use a variety of words to write descriptively</p> <p>Develop writing stamina</p>	<p>Instructional Skills & Strategies: Support a persuasive arguments or claims with clear reasons & relevant evidence</p> <p>Defend a position</p> <p>Develop a rebuttal based on opposing point of view</p> <p>Acknowledge alternate point of view or opposing claims</p> <p>Organize reasons & evidence logically</p> <p>Use accurate, credible sources</p> <p>Clarify relationships among claims, reasons, evidence &/or position</p> <p>Establish a formal, respectful style</p> <p>Provide introductory and concluding statements or sections supportive of the argument or point of persuasion</p>	Instructional Skills & Strategies
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Seventh and Eighth Grade Writing Curriculum Map

Primary Resources	Warriner's Packets Self-selected literature Prestwick House resources Dover trade books	Warriner's Packets Self-selected literature Prestwick House resources Dover trade books	Warriner's Packets Self-selected literature Prestwick House resources Dover trade books Research resources	Warriner's Descriptive checklists Packets Self-selected literature Prestwick House resources Dover trade books	Warriner's Packets Self-selected literature Prestwick House resources Dover trade books	Primary Resources
Learning Standards	CCSS: Text Types & Purposes 3a,b,c,d,e, Production & Distribution of Writing 4,5,6, Range of Writing 10	CCSS: Text Types & Purposes 3a,b,c,d,e, Production & Distribution of Writing 4,5,6, Range of Writing 10	CCSS: Text Types & Purposes 2a,b,c,d,e,f, Production & Distribution of Writing 4,5,6, Research to Build & Present Knowledge 7,8,9a,b, Range of Writing 10	CCSS: Production & Distribution of Writing 4,5,6, Range of Writing 10	PA Learning Standards 1.4, 1.5 CCSS: Text Types & Purposes 1a,b,c,d,e, Production & Distribution of Writing 4,5,6, Research to Build & Present Knowledge 7,8,9b Range of Writing 10	Learning Standards

Seventh and Eighth Grade Writing Curriculum Map

	6	7	8	9	10	
Unit Name or Theme	Journal Writing	Poetry	Script/Dramatic Writing	Mystery Writing	Biographical Essay	Unit Name or Theme
Enduring Understanding & Performance Indicators	<p>Writers write for personal reasons.</p> <p>Writers document events, experiences, thoughts, feelings & moods.</p> <p>Writers publish privately.</p>	<p>Poetry is a form of expression.</p> <p>Poems vary in style & structure.</p> <p>Reading poetry critically assists a writer in developing original poems.</p> <p>Writers respond to poetry.</p> <p>Understanding the elements of poetry assist in poetic interpretation.</p> <p>Poetry can be analyzed, compared & contrasted.</p> <p>A poet's style can be modeled.</p> <p>A poet can draw inspiration from nature, music, another's point of view, experiences, moods, thoughts, feelings & events.</p>	<p>Writers of drama and script portray characters' viewpoints.</p> <p>Dramatic writers describe with vivid, sensory images.</p> <p>Writers of drama recognize the tragic flaw within their work.</p> <p>Writers expand upon the tragic flaw & its impact upon characters & plot.</p> <p>Elizabethan comedy & humor can be distinguished among other works of comedy.</p> <p>Shakespeare developed comedies & tragedies with a unique style.</p> <p>Globe theatre can be distinguished among contemporary theatre.</p>	<p>Mysteries are developed with characters that conduct detective work throughout the story.</p> <p>Mystery writing requires clues to solve the crime or problem.</p> <p>Mysteries include episodic events in which the characters attempt to solve the crime or problem using suspense to heighten the mystery.</p> <p>Language supportive of vivid imagery is needed in mystery writing.</p> <p>Mysteries conclude with a resolution.</p> <p>Elements of heroism may be present within a mystery.</p>	<p>Biographies tell a life story.</p> <p>Biographies represent a time or event in history.</p> <p>Biographies vary among time, culture, gender, character, morals & health of individuals.</p> <p>Biographies can persuade an audience.</p>	Enduring Understandings & Performance Indicators
Essential Questions	<p>Why do writers write?</p> <p>How can I engage in the writing process privately?</p> <p>How can I convey personal thoughts, feelings, experiences, events & moods?</p> <p>How can I develop a personal memoir?</p> <p>What tools can I use to assist me in the reflection process?</p>	<p>How do poets express themselves?</p> <p>How can I express myself through poetry?</p> <p>How do poets use words, phrases and lines to demonstrate vivid imagery?</p> <p>Why do poets communicate comparisons?</p>	<p>How do writers describe their intentions?</p> <p>What is tragic flaw?</p> <p>How can I distinguish among works of comedy? Theatre?</p> <p>What are the elements of comedy?</p> <p>How do I develop a comedy or tragedy?</p>	<p>How do I develop fictional characters that can be relatable to an audience?</p> <p>How do I write a mystery?</p> <p>What conditions & elements are needed in developing mysteries?</p> <p>How can clues expand a story or idea?</p> <p>Why is descriptive language relevant in developing a mystery?</p>	<p>Why do writers develop biographies?</p> <p>Who interests me?</p> <p>What can I learn from reading a biography?</p> <p>How can I match a time or event in history with a biography?</p> <p>How can I share the learning I have accomplished based on a collection of works about a specific person?</p>	Essential Questions

Seventh and Eighth Grade Writing Curriculum Map

Assessment Strategies Formative & Summative	Journals Essays Writing folders	Poetry collection/book Read to a primary age audience Poetry boards Audience feedback	Dramatic production Audience feedback Vocabulary journals Writing folders	Vocabulary journals Descriptive checklists Writing folders	Writing folders Biographical essay Reference list	Assessment Strategies Formative & Summative
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Instructional Skills & Strategies	<p>Instructional Skills & Strategies: Engage in private writing</p> <p>Develop personal ideas, thoughts, experiences, feelings, events & moods through writing or drawing</p>	<p>Instructional Skills & Strategies: Read poetry & collections of poetry by the same author</p> <p>Listen to poetry</p> <p>Listen to songs, attending to the lyrics, rhythm & meter</p> <p>Develop various forms of poetry (e.g. free verse, haiku, cinquain, limerick, rhymed, tanka, diamante, color poems)</p> <p>Use poetic devices (i.e. similes, alliteration, repetition, metaphors, comparisons, onomatopoeia, rhyme)</p> <p>Use descriptive language</p> <p>Integrate vivid word choice to bring style & voice to the poem</p> <p>Use lines or stanzas to formulate poem</p> <p>Conduct the writing process throughout the work</p>	<p>Instructional Skills & Strategies: Review persuasive writing from various authors</p> <p>Distinguish between fact & opinion among texts</p> <p>Develop a persuasive letter sharing persuasive argument regarding a specific topic, idea, belief</p> <p>Develop & support point of view with testimonial, band wagon, glittering generality, transfer or card stacking techniques</p> <p>Write using persuasive techniques (i.e. explain, compare/contrast, relay pro/con, argue for/against, appeal to logic/reason)</p> <p>Include convincing evidence, facts & details to support position</p> <p>Develop writer's purpose with introductory, supporting and concluding paragraphs</p> <p>Restate position &/or final plea to support or reject position</p> <p>Demonstrate tone, style & voice</p> <p>Write expressively & dramatically</p> <p>Write for an intended audience</p>	<p>Instructional Skills & Strategies: Develop a pre-writing tool to explore mystery ideas</p> <p>Draft a logical order of events</p> <p>Write a mystery in a natural sequence of events (i.e. a beginning, episodes in the middle to describe the characters interacting with the conflict/situation, & an ending to resolve the situation)</p> <p>Develop an unusual opening to reveal the mystery</p> <p>Entice the reader to continue reading to solve the crime or problem</p> <p>Develop a detective or sleuth that has unusual traits, special qualities, items or equipment (e.g. magnifying glass, GPS, secret codes, costumes, masks)</p> <p>Design mystery clues to assist in the solution of the problem</p> <p>Heighten the mystery</p> <p>Develop vivid imagery</p> <p>Resolve the mystery</p> <p>Revise, edit & publish the mystery</p>	<p>Instructional Skills & Strategies: Select a biography based on a time, event or person</p> <p>Choose a biography of interest</p> <p>List facts or items to remember from a biography</p> <p>Learn from or of the life of others</p> <p>Develop written biography based on a collection of information & resources</p> <p>Share biography with an audience</p> <p>Develop formal outline</p> <p>Examine for bias, jargon</p> <p>Cite & reference appropriately</p> <p>Develop a reference page & table of contents</p> <p>Examine primary & secondary sources of information</p> <p>Provide transitional sentences</p>	Instructional Skills & Strategies
Primary Resources	<p>Warriner's Packets Self-selected literature Prestwick House resources Dover trade books</p>	<p>Warriner's Packets Self-selected literature Prestwick House resources Dover trade books</p>	<p>Warriner's Packets Self-selected literature Prestwick House resources Dover trade books</p>	<p>Warriner's Packets Self-selected literature Prestwick House resources Dover trade books</p>	<p>Library resources Primary & secondary sources of information</p>	Primary Resources

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Learning Standards	CCSS: Text Types & Purposes 3a,b,c,d,e, Production & Distribution of Writing 4,5,6, Range of Writing 10	CCSS: Text Types & Purposes 1a,b,c,d, Production & Distribution of Writing 4, Research to Build & Present Knowledge 9b, Range of Writing 10	CCSS: Text Types & Purposes 1 a,b,c,d,e, Production & Distribution of Writing 4,5,6, Range of Writing 10	CCSS: Text Types & Purposes 3a,b,c,d,e Production & Distribution of Writing 4,5,6, Range of Writing 10	CCSS: Text Types & Purposes 2a,b,c,d,e,f, Research to Build & Present Knowledge 7,8,9a,b, Range of Writing 10	Learning Standards
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